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Information/Action

Professional Services Committee

Update on Assessments for Preliminary Administrative Services Credential Candidates

Executive Summary: This agenda item presents an update on assessments for preliminary administrative services candidates, including activities relating to administrator performance assessment that have occurred since the September 2013 Commission meeting, and requests Commission input and potential direction.

Policy Question: Do any of the options presented in this agenda item for implementing performance and other assessments for preliminary administrative services credential candidates meet Commission purposes and/or expectations?

Recommended Action: That the Commission provide input and guidance concerning next steps for assessments for preliminary administrative services credential candidates.

Presenter: Phyllis Jacobson, Administrator, Professional Services Division

Strategic Plan Goal:

I. Educator Quality

- ◆ Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

December 2013

Update on Assessments for Preliminary Administrative Services Credential Candidates

Introduction

This agenda item presents an update on activities that have taken place regarding assessments for preliminary administrative services credential candidates, including performance assessment, since the September 2013 Commission meeting, and requests Commission discussion and potential direction concerning next steps.

Background

At the September 2013 meeting, the Commission reviewed options concerning implementing a performance assessment for all preliminary administrative services credential candidates. Staff was directed to continue to investigate potential administrator performance assessments, including the Connecticut Administrator Test (CAT), and to report back to the Commission at the December 2013 meeting with additional information.

Context for the Discussion of Assessments for Preliminary Administrative Services Credential Candidates

Actions taken by the Commission at the September 2013 Commission meeting

The Commission discussed a range of options at the September 2013 Commission meeting concerning performance assessment for preliminary administrative services credential candidates. Options for both examination (expedited) route candidates and program route candidates were included in the discussion (<http://www.ctc.ca.gov/commission/agendas/2013-09/2013-09-4E.pdf>). The Commission indicated an intention to maintain access to an examination route for preliminary administrative services credential candidates, and took action to require that the examination (expedited) route should include two assessments, a content assessment and a performance assessment, to assure that candidates using this route met all of the requisite content knowledge requirements and the Commission's Administrator Performance Expectations. The Commission also took action to establish passage of an administrator performance assessment (APA) approved by the Commission that is aligned with the Commission's adopted Administrator Content and Performance Expectations as a credential requirement for all candidates for the Preliminary Administrative Services Credential.

Although there was discussion and public comment regarding using the same performance assessment for both examination and program route candidates, the Commission did not take formal action in this regard. However, the Commission did direct staff to continue to look into administrator performance assessment options, particularly the Connecticut Administrator Performance Assessment (CAT), and continue to inform the Commission about this assessment.

It was noted during the discussion that at the present time, the CAT is the only extant validated performance assessment for administrator initial licensure available in the nation (<http://www.eastconn.org/index.php/component/content/article/9-uncategorised/235-connecticut->

[administrator-test-cat-main](#)), and that one other state (Massachusetts) is working on developing a new administrator licensure performance assessment. The CAT has been used by the state of Connecticut for initial licensure for twelve years, and has been regularly updated during that time. The CAT candidate handbook was most recently updated in August 2013 (<http://www.eastconn.org/images/stories/TeachingandLearning/BulletinRevisedOct2013.pdf>).

Pursuant to Commission direction, this agenda item presents additional information about the CAT and its potential applicability to California preliminary administrative services credential candidates.

Part I: Update on Activities since the September 2013 Commission Meeting related to Administrator Performance Assessment

a. Discussion with Stakeholders concerning the Connecticut Administrator Test (CAT)

To take a closer look at the CAT and to gather input from the field regarding whether this assessment could be a possible fit for use in California, staff facilitated a statewide webinar on November 4, 2013 for interested stakeholders regarding this assessment.

Approximately 20 stakeholders attended in person, with the remaining stakeholders participating through the webcast and email connection. Participants were asked to review in advance of the meeting the CAT Candidate Handbook referenced above that describes all of the performance assessment tasks and questions, as well as an alignment chart prepared by staff showing the relationship between Connecticut's adopted administrator competencies and California's adopted administrator performance expectations (Appendix A).

During the meeting, staff outlined the Commission's September 2013 discussion, provided a summary of the actions taken by the Commission at its September meeting (see above), and provided an in-depth overview of the structure and content of the CAT, as outlined in the Candidate Handbook. A rich discussion ensued with both those attending in person and those emailing during the webinar.

b. Participation in the CAT Scoring Session in New Britain, CT on November 12, 2013

Reading and discussing written documentation about the CAT is a cost-effective first step to looking at the fit of Connecticut's assessment for potential use in California. Since the webinar participants indicated interest in learning more about the test and how it was administered and scored, the second step in the CAT review process was to observe how scorers of the assessment are trained and to participate in the scoring of actual candidate responses. To view firsthand the test items, scorer training, and scoring of the Connecticut Administrator Assessment, Dr. Phyllis Jacobson from the Commission and two ACSA member school administrators (Margaret Arthofer from the Shasta County Office of Education and Alicia Ausara from the San Juan Unified School District) attended the November 12, 2013 scoring session held at Central Connecticut State University in New Britain, CT. The scoring session was organized and facilitated by EASTCONN, the regional education service agency that serves the Connecticut Department of Education as the operational administrator of the CAT.

The Connecticut personnel were open to sharing their processes and allowed all three California visitors to participate in the full range of the day's scoring training, discussion, and actual scoring activities. A special lunch discussion was organized for the California visitors with Connecticut's Chief Readers, who serve as the trainers for the four modules on the assessment and perform other responsibilities as well. This provided an opportunity to ask additional wide-ranging questions about the assessment and its processes. Because of the proprietary nature of some of the information shared, however, only general information about the day's activities is provided here. Taken as a whole, the day's experiences with all of the scoring processes, including scorer training, were seen as being robust and high quality. The three California educators also discussed with Connecticut personnel the possibility of potential modifications within the CAT given the California context, such as a focus on English learners and examples from rural and urban schools, and explored how this assessment could potentially work in California. The discussion below expands further on the issue of the potential usability of the CAT in California.

Looking at the "Fit" of the CAT with California's Adopted Performance Expectations and Whether the CAT Could be Appropriate for Use in California

If the Commission is interested in pursuing the potential use of the CAT in California, it is important that there be confidence that this assessment is measuring the right content, and is doing so in a manner that is consistent with both the California educational context and California's adopted Performance Expectations for preliminary administrative services credential candidates. In particular, stakeholders have questioned whether an assessment developed in another state could be applicable to states such as California.

The following discussion addresses both the above questions and related issues raised during the November stakeholder meeting:

- *How closely related are the Connecticut and the California administrator expectations*
Staff did a side by side comparison of California's adopted administrator content/performance expectations with those adopted by Connecticut and used as the basis for Connecticut's Administrator Performance Expectations. The alignment document (Appendix A) was shared with participants at the stakeholder meeting in November 2013. A close alignment was found in major domains of these two sets of expectations. Staff also identified some areas where there was lesser alignment, although these particular areas would be better assessed in the proposed content assessment that would be a companion to a performance assessment for the expedited route to this credential.
- *What is measured on the Connecticut Administrator Test, and how what is measured relates to California's adopted Performance Expectations*
Given the wide range of both Connecticut's and California's performance expectations, it is not feasible for all aspects to be assessed within a single performance assessment of reasonable scope and length for candidates. Thus, Connecticut chose two priority areas for measurement on its Administrator Test: (1) Instructional Analysis and Teacher Support; and (2) School Improvement Analysis. Candidates are responsible for applying their content knowledge base across several domains within their responses to the performance modules on the test.

The test consists of a total of four modules, two relating to instructional analysis and teacher support, and two relating to school improvement. One module in each category is at the elementary level and one module in each category is at the secondary level. Connecticut administrator certification is K-12 and covers a wide range of administrator job categories, similar to California's preliminary administrative services credential structure. Within the assessment, however, candidates are assessed in relation to the specific job role of a school principal.

Because the questions on the CAT are based in candidate reflections and analyses of scenarios, a classroom video, and/or a variety of supporting documentation, depending on the module (Appendix B), candidates must necessarily draw on a wide range of knowledge in order to respond satisfactorily on the assessment. Staff has provide an alignment chart in Appendix C showing which of California's adopted Performance Expectations could potentially be measured through candidate responses to the modules of Connecticut Administrator Performance Assessment, given that candidates must draw on a wide variety of prior knowledge, skills, and abilities in framing their responses. There is a close alignment between the knowledge, skills, and abilities required to be successful on the CAT and the competencies addressed in California's adopted Performance Expectations.

- *What about California-centric content and foci within an assessment developed by another state?*

There are many universal concepts within educator preparation, regardless of the particular state in which an educator assessment may have been developed. Some of the universal concepts related to school administrator preparation include, for example, expectations that a school administrator as the instructional leader of the school should understand and recognize the critical elements of high quality, effective instruction for all students, and should be able to provide a clear and cogent analysis of a teacher's instruction based on evidence of the degree to which the teacher's lesson and related instructional materials effectively and appropriately addressed student academic content standards as well as students' differentiated academic and social/emotional needs. Another example of a universal concept in administrator preparation would be the expectation that a school administrator would be able to draw on a wide variety of knowledge and skills in order to be an effective implementer of the school's mission and vision and to promote continuous school improvement as well as the evaluation of the effectiveness of school improvement strategies and outcomes.

Both of these two concepts constitute the focus of the modules within Connecticut's Administrator Performance Assessment. Connecticut's approach of grounding the assessment in universal key concepts of school administrator preparation increases the potential applicability of this assessment to other states. Appendix B provides the actual candidate questions for each of the two types of test modules on the Connecticut Performance Assessment.

However, where state-specific content becomes a significant element within this assessment is through the choice of the contexts and supporting documents provided

within each of the scenarios/case studies presented to the candidate for response to the questions shown in Appendix B. For example, for the School Improvement module, candidates are presented with a school profile and related documents that are drawn from and/or modeled on actual Connecticut school districts. Some of these may or may not be sufficiently reflective of California school contexts; however, the artifacts could potentially be drawn from and/or modeled on a California school context, as indicated above, or could potentially be modified in certain areas to be more reflective of a California school context, without changing the nature of the assessment or the questions asked of candidates. For another example, for the Instructional Analysis and Support module, some of the existing Connecticut classroom videos could potentially be sufficiently reflective of California classrooms, or a different video from a California classroom could potentially be used without changing the nature of the assessment or the questions asked of candidates. These changes/modifications would be reflected in the Candidate Handbook that would be developed for California candidates if the Commission were to proceed with using this assessment. How these changes/modifications might take place is discussed further below.

Thus, it is feasible for the Connecticut assessment to be adapted for California use, given (a) the close alignment between what is tested and California's Administrator Performance Expectations, and the ability to ensure close alignment with the California educational context within the content and supporting documentation within the test modules, and (b) that the performance assessment for examination route candidates would be complemented by a California-specific content test.

Part II: Discussion of the Content Test for Examination (Expedited) Route Candidates

As indicated above, the Commission took action in September 2013 to require candidates for the examination (expedited) route to the preliminary administrative services credential to pass two assessments: a content assessment and a performance assessment.

The proposed content test would address the Commission's adopted Content Expectations, particularly content not directly assessed or applied by candidates within the performance assessment that is more effectively measured by a test of candidate knowledge. Some examples of this type of content would be knowledge of California state educational laws, school finance, and school safety protocols. The Commission already owns an extensive database of administrator content assessment questions, both multiple choice and constructed response. This database could be reviewed by a California content expert panel appointed by the Executive Director, as is the Commission's customary practice within examination development, to identify items that meet the Commission's adopted Content Expectations as is, items that could potentially meet the Commission's adopted Content Expectations with some revision, items that would need to be replaced, and items for new development. The content expert panel would also be looking at ensuring an appropriate level of rigor of the items usable on the assessment, keeping in mind that this assessment will serve as a proxy for preparation.

This same group of California content experts could also look at the Connecticut Performance Assessment item bank and perform the similar process of identifying items usable as is, items that would be usable with some modifications for the California context, and items that would

need new development. Since some of these assessment development and modification processes are proprietary to the Connecticut assessment, they are not described further in this agenda item.

Part III: Options for Commission Consideration

The options presented below pertain to examination (expedited) route candidates. If the Commission were to decide to pilot the content assessment and the performance assessment during 2014-15 as outlined in option (a) below, information from the pilot could inform future decisions about a performance assessment for program route candidates.

For examination (expedited) route candidates

The Commission could:

- a) Direct staff to move forward with a review and modification of the Commission's test item bank and adaptation of the CAT; develop a new content assessment based on this revised item bank, and pilot these two assessments in 2014-15 with candidates in the expedited route to the preliminary administrative services credential.

Implications of this option would be to:

- *Notice all preliminary administrative services candidates of changes to the examination route after the June 2014 administration*
- *Continue to make the examination (expedited) route available to candidates, without a significant gap in availability*
- *Move forward with contractual arrangements with the CAT assessment owner(s) and with a contractor for the administration and scoring of the performance assessment*

- b) Take action to extend the current examination contract until such time as the new content assessment and performance assessment would be available in order to not have a potential gap in the availability of the examination route.

Implications of this option would be to:

- *Inform candidates of the continuing availability of an examination route*
- *Provide additional time for candidates currently in process with the examination route to complete the current examinations*
- *Provide additional time for the development and implementation of both the content assessment and the performance assessment, if additional time would be needed*

- c) Not take any action and allow a gap in the availability of this route, beginning after June 2014 until such time as a new assessment is adopted.

Implications of this option would be to:

- *Allow the current examination contract to expire*
- *Notice all preliminary administrative services candidates that the examination route would no longer be available after the June 2014 examination administration for an indeterminate period of time*
- *Require all preliminary administrative services candidates to use the program route only for an indeterminate amount of time*

- *Require a new bid process and development process for a content test if the Commission were to decide later to restart the examination (expedited) route (this in turn would further require an extended period of time before a content test might become available)*
- *Potentially reduce for a period of time the supply of available newly credentialed administrators*
- *Continue to explore the feasibility of other options such as looking at what Massachusetts is developing and/or exploring the potential cost of developing the Commission's own performance assessment*

Staff Recommendation

Staff recommends that the Commission adopt option (a) as presented above and direct staff to develop an implementation timeline and process, including appropriate notification to preliminary administrative services examination route candidates.

Next Steps

Staff would move forward as directed by the Commission and as described in the agenda item.

Appendix A
Alignment of Connecticut Administrator Performance Expectations to the California Administrator Performance Expectations

California Administrator Performance Expectations (CAPEs)	Connecticut Administrator Performance Expectations (PEs), Elements, and Related Page Numbers in the CT Bulletin
Category A: Visionary Leadership	
<p>CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency’s Overall Vision and Goals</p>	<p>PE 1: Vision, Mission, and Goals - <i>Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.</i> Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff. Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders (p. 2).</p> <p>PE 2: Teaching and Learning: <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</i> Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies (p. 2).</p>
<p>CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community</p>	<p>PE 1: Vision, Mission, and Goals - Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders (p. 2).</p>
<p>CAPE 3: Leading by Example to Promote Implementation of the Vision</p>	<p>PE 5: Ethics and Integrity, <i>Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.</i> Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior. Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning (p. 3).</p>

<p>California Administrator Performance Expectations (CAPEs)</p>	<p>Connecticut Administrator Performance Expectations (PEs), Elements, and Related Page Numbers in the CT Bulletin</p>
<p>CAPE 4: Sharing Leadership with Others in the School Community to Help Accomplish the Vision</p>	<p>PE 1: Vision, Mission, and Goals. Element A: High Expectations for All. Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.</p> <p>Indicator 3 (p. 72): A leader ... 3. Incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.</p> <p>Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders (p. 2).</p> <p>PE 6: The Education System - Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy (p. 3).</p>
<p>Category B: Instructional Leadership</p>	
<p>CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction</p>	<p>PE 2: Teaching and Learning, <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</i> Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies. Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards. Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps (p. 2).</p>
<p>CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning</p>	<p>PE 2: Teaching and Learning, <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</i> Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies (p. 2).</p>

California Administrator Performance Expectations (CAPEs)	Connecticut Administrator Performance Expectations (PEs), Elements, and Related Page Numbers in the CT Bulletin
and Teacher Professional Growth	<p>Indicator 6 (p. 76): A leader ... 6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.</p>
<p>CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors</p>	<p>PE 4: Families and Stakeholders, <i>Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.</i> Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders. Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.</p> <p>Indicators 2, 3, &4 (p. 85): A leader ... 2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics. 3. Capitalizes on the diversity of the community as an asset to strengthen education. 4. Collaborates with community programs serving students with diverse needs.</p> <p>Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families (p. 3).</p> <p>PE 6: The Education System, <i>Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.</i> Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families. Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy (p. 3).</p>
<p>CAPE 8: Communicating With the School Community about Schoolwide Outcomes</p>	<p>PE 1: Vision, Mission, and Goals - Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders (p. 2).</p>

California Administrator Performance Expectations (CAPEs)	Connecticut Administrator Performance Expectations (PEs), Elements, and Related Page Numbers in the CT Bulletin
Data and Improvement Goals	<p>Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals (p.2).</p> <p>Indicators 1 & 3 (p. 74): A leader...</p> <ol style="list-style-type: none"> 1. Uses assessment Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement. 3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
Category C: School Improvement Leadership	
CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan	<p>PE 1: Vision, Mission, and Goals, <i>Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.</i> Element A: High Expectations for All, Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff (p. 2).</p> <p>Indicators 1 & 3 (p. 72): A leader ...</p> <ol style="list-style-type: none"> 1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals. 3. Incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities. <p>Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders (p. 2).</p>
CAPE 10: Implementing Change Strategies Based on Current, Relevant	PE 1: Vision, Mission, and Goals, <i>Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.</i> Element C. Continuous Improvement toward

California Administrator Performance Expectations (CAPEs)	Connecticut Administrator Performance Expectations (PEs), Elements, and Related Page Numbers in the CT Bulletin
Theories and Best Practices in School Improvement	<p>the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals (p. 2).</p> <p>Indicators 1 & 2 (p. 74): A leader ...</p> <ol style="list-style-type: none"> 1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals. 2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.
CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan	<p>PE 1: Vision, Mission, and Goals, <i>Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.</i> Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals (p. 2).</p> <p>Indicators 1 & 5 (p. 74): A leader ...</p> <ol style="list-style-type: none"> 1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals. 5. Seeks and aligns resources to achieve the vision, mission, and goals.
CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes	<p>PE 1: Vision, Mission, and Goals, <i>Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.</i> Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals (p. 2).</p> <p>Indicators 1, 2, & 3 (p. 74): A leader ...</p> <ol style="list-style-type: none"> 1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals. 2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.

<p>California Administrator Performance Expectations (CAPEs)</p>	<p>Connecticut Administrator Performance Expectations (PEs), Elements, and Related Page Numbers in the CT Bulletin</p>
	<p>3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.</p>
<p>Category D: Professional Learning and Growth Leadership</p>	
<p>CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth</p>	<p>PE 5: Ethics and Integrity, <i>Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.</i> Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior. Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning (p. 3).</p> <p>Indicators 1 & 6 (p. 90): A leader ...</p> <p>1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.</p> <p>6. Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.</p>
<p>CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities</p>	<p>PE 2: Teaching and Learning, <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</i> Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies (p. 2).</p> <p>Indicators 2, 4, 5, & 6 (p. 76): A leader ...</p> <p>2. Supports and evaluates professional development to broaden faculty teaching skills to meet the needs of all students.</p> <p>4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.</p> <p>5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.</p> <p>6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.</p>

<p>California Administrator Performance Expectations (CAPEs)</p>	<p>Connecticut Administrator Performance Expectations (PEs), Elements, and Related Page Numbers in the CT Bulletin</p>
<p>CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program</p>	<p>PE 4: Families and Stakeholders, <i>Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.</i> Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders. Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families. Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families (p. 3).</p> <p>PE 5: Ethics and Integrity, <i>Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.</i> Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning (p. 3).</p> <p>Indicators 1, 2, & 6 (p. 90): A leader ...</p> <ol style="list-style-type: none"> 1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices. 2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment. 6. Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning. <p>PE 6: The Education System, <i>Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.</i> Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families (p.3).</p>
<p>Category E: Organizational and Systems Leadership</p>	
<p>CAPE 16: Understanding and Managing the</p>	<p>PE 1: Vision, Mission, and Goals - Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission,</p>

California Administrator Performance Expectations (CAPEs)	Connecticut Administrator Performance Expectations (PEs), Elements, and Related Page Numbers in the CT Bulletin
Complex Interaction of All of the School's Systems to Promote Teaching and Learning	<p>and goals is inclusive, building common understandings and commitment among all stakeholders (p. 2).</p> <p>Indicator 1 (p. 73): <i>A leader...</i></p> <p>1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes</p> <p>PE 2: Teaching and Learning, <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning. Element A. Strong Professional Culture:</i> Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies (p. 2).</p> <p>Indicator 6 (p. 76): <i>A leader ...</i></p> <p>6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.</p> <p>PE 3: Organizational Systems and Safety, <i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high performing learning environment. Element A: Welfare and Safety of Students, Faculty and Staff</i> Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff (p. 2).</p> <p>Indicators 1 & 2 (p. 80): <i>A leader...</i></p> <p>1. Develops, implements, and evaluates a comprehensive safety and security plan in collaboration with the district and community.</p> <p>2. Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.</p>
CAPE 17: Developing, Implementing, and Monitoring the School's Budget	PE 3: Organizational Systems and Safety , <i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high performing learning environment. Element C: Fiscal and Human Resources:</i> Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning (P. 82).

California Administrator Performance Expectations (CAPEs)	Connecticut Administrator Performance Expectations (PEs), Elements, and Related Page Numbers in the CT Bulletin
<p>CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations</p>	<p>PE 2: Teaching and Learning, <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</i> - Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards (p. 2).</p> <p>Indicator 2 (p. 77): A leader ... 2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.</p> <p>Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps (p. 2).</p> <p>Indicator 1 (p. 78): A leader ... 1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.</p> <p>PE 5: Ethics and Integrity, <i>Education leaders ensure the success and <u>achievement</u> (per p. 3) of all students and staff by modeling ethical behavior and integrity.</i> Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior (p. 3).</p> <p>Indicator 4 (p. 88): A leader ... 4. Protects the rights of students, families and staff and maintains confidentiality.</p> <p>PE 6: The Education System, <i>Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.</i> Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families (p. 3).</p> <p>Indicator 1 (p. 92): A leader ... 1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.</p>

<p>California Administrator Performance Expectations (CAPEs)</p>	<p>Connecticut Administrator Performance Expectations (PEs), Elements, and Related Page Numbers in the CT Bulletin</p>
	<p>Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education (p. 3).</p> <p>Indicators 2, & 3 (p. 93): A leader ...</p> <ol style="list-style-type: none"> 2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations. 3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.
<p>Category F: Community Leadership</p>	
<p>CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public</p>	<p>PE 4: Families and Stakeholders, <i>Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.</i> Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders. Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families. Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families (p. 3).</p> <p>Indicators 1 & 3 (p. 86): A leader ...</p> <ol style="list-style-type: none"> 1. Collaborates with community agencies for health, social and other services that provide essential resources and services to children and families. 3. Applies resources and funds to support the educational needs of all children and families. <p>PE 6: The Education System, <i>Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.</i> Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy (p. 3).</p> <p>Indicators 1, 2, & 3 (p. 94): A leader ...</p> <ol style="list-style-type: none"> 1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.

California Administrator Performance Expectations (CAPEs)	Connecticut Administrator Performance Expectations (PEs), Elements, and Related Page Numbers in the CT Bulletin
	2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning. 3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.
CAPE 20: Involving the Community in Helping Achieve the School’s Vision and Goals	<p>PE 1: Vision, Mission, and Goals - Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders (p. 2).</p> <p>Indicators 1 & 2 (p. 73): A leader...</p> <ol style="list-style-type: none"> 1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes. 2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently. <p>PE 4: Families and Stakeholders, <i>Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.</i> Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders (p. 3).</p> <p>Indicators 1, 2, & 3 (p. 84): A leader...</p> <ol style="list-style-type: none"> 1. Coordinates the resources of schools, family members, and the community to improve student achievement. 2. Welcomes and engages families in decision making to support their children’s education. 3. Uses a variety of strategies to engage in open communication school with staff, families and community members.

Appendix B

Candidate Questions within the Connecticut Administrator Performance Assessment (APA)

A. Instructional Analysis and Teacher Support Module

Note: the same set of four questions must be answered by all candidates for all Instructional Analysis and Teacher Support Module test items.

1. Providing Appropriate and Effective Instruction

Were the lesson objectives meaningful and challenging, and were the teacher's strategies and materials effective in meeting these objectives? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

2. Understanding and Teaching All Learners

How well does the teacher understand the students as learners? In your response, consider the ways the teacher addresses both the variations among learners and the developmental levels of the students. Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

3. Assessing Learners and Using Assessment Information

Did the teacher effectively monitor student progress? Was assessment information effectively used by the teacher to help plan future instruction and to promote student and/or teacher growth? Use specific references from the written materials and transcript as necessary to explain your reasons. References to the videoclip may also be used.

4. Planning for Teacher Support and Professional Learning

Describe one significant strength and one significant area for continued growth and improvement (as indicated in the written materials and transcript) that you would address in working with the teacher to promote this growth and monitor its impact on student learning? Be specific.

B. School Improvement Module

Note: the same set of three questions must be answered by all candidates for all School Improvement Module test items.

1. Identifying Significant Issues/Problems

Describe two significant issues/problems that impact teaching and learning presented in the scenario, the Strategic School Profile, and the other documents considered together. Describe each of the two issues/problems in detail, supporting your response with specific references to the Strategic School Profile and other documents, and **explain specifically how each issue impacts teaching and learning.**

2. Addressing Significant Issues/Problems

Based upon your vision of effective school leadership, what actions would you take, whom would you involve, and what additional information would you seek in addressing these issues/problems in a way that would have a **positive impact on student learning**? What is your rationale for each action taken?

3. Evaluating Your Actions

How would you evaluate the effectiveness of the actions taken? What processes would you use, what people would you involve, and what specific criteria would you use to evaluate the effectiveness of these actions?

Appendix C

California Performance Expectations (CAPEs) Addressed in the Connecticut Administrator Performance Assessment (APA)

Note: the range of specific CAPEs included in candidate responses is dependent on (1) the context provided in the module's scenarios plus supporting materials and (2) the choices made by candidates in reviewing the evidence provided when composing their responses.

Not all modules and not all candidate responses will individually address all of the CAPEs indicated in the chart above, or all of the enumerated content knowledge elements supporting the CAPEs, but the item bank taken as a whole does allow for addressing all of the CAPEs indicated.

CAPE	Potentially Addressed in the Connecticut APA
A. Visionary Leadership	
1. Developing and articulating a vision of teaching and learning for the school consistent with the local education agency's overall vision and goals	School Improvement Module
2. Developing a shared commitment to the vision among all members of the school community	School Improvement Module
3. Leading by example to promote implementation of the vision	School Improvement Module
4. Sharing leadership with others in the school community to help accomplish the vision	School Improvement Module
B. Instructional Leadership	
5. Promoting implementation of K-12 standards, pedagogical skills, effective instructional practices and student assessments for content instruction	Instructional Analysis and Teacher Support Module
6. Evaluating, analyzing, and providing feedback on the effectiveness of classroom instruction to promote student learning and teacher professional growth	Instructional Analysis and Teacher Support Module
7. Demonstrating understanding of the school and community context, including the instructional implications of cultural/linguistic, socioeconomic, and political factors	Instructional Analysis and Teacher Support Module and/or School Improvement Module
8. Communicating with the school community about schoolwide outcomes data and improvement goals	School Improvement Module
C. School Improvement Leadership	
9. Working with others to identify student and school needs and developing a data-based school growth plan	School Improvement Module
10. Implementing change strategies based on current, relevant theories and best practices in school improvement	School Improvement Module
11. Identifying and using available human, fiscal, and material resources to implement the school growth plan	School Improvement Module

CAPE	Potentially Addressed in the Connecticut APA
12. Instituting a collaborative, ongoing, process of monitoring and revising the growth plan based on student outcomes	School Improvement Module
D. Professional Learning and Growth Leadership	
13. Modeling life-long learning and job-related professional growth	N/A
14. Helping teachers improve their individual professional practice through professional growth activities	Instructional Analysis and Teacher Support Module and/or School Improvement Module
15. Identifying and facilitating a variety of professional and personal growth opportunities for faculty, staff, parents, and other members of the school community in support of the educational program	School Improvement Module
E. Organizational and Systems Leadership	
16. Understanding and managing the complex interaction of all of the school's systems to promote teaching and learning	School Improvement Module
17. Developing, implementing and monitoring the school budget	School Improvement Module
18. Implementing California school laws, guidelines, and other relevant federal, state, and local requirements and regulations	School Improvement Module
F. Community Leadership	
19. Representing and promoting the school's accomplishments and needs to the LEA and the public	School Improvement Module
20. Involving the community in helping achieve the school's vision and goals	School Improvement Module