

Information/Action

Educator Preparation Committee

Update on Work Relating to Administrator Preparation

Executive Summary: This item presents an update on work relating to administrator preparation at both the Preliminary and the Clear Credential levels.

Policy Questions: Are the proposed draft standards for program-route Preliminary Administrative Services Credential candidate performance assessment consistent with the policies for California performance assessments adopted by the Commission? Does the Commission wish to provide further input into the administrator induction-related work?

Recommended Action: That (1) the Commission determine if it wishes to make any modifications to the proposed drafts of the two sets of administrator performance assessment standards or provide further direction to staff concerning these standards; and (2) that the Commission provide guidance and/or direction to staff as appropriate concerning the work around administrator induction for Clear Administrative Services Credential candidates.

Presenters: Phyllis Jacobson, Administrator, and Gay Roby, Consultant, Professional Services Division

Strategic Plan Goal

I. Educator Quality

- b) 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.

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Update on Work Relating to Administrator Preparation

Introduction

This item presents (1) an update on work relating to preparation for the Preliminary Administrative Services Credential, including an update on the transition of Preliminary programs to the new program standards and an initial review of draft standards relating to the development and subsequent program implementation of an Administrator Performance Assessment (APA) for program-route candidates; and (2) an update on the work relating to preparation for the Clear Administrative Services Credential, including work relating to the transition of former Guidelines-based programs, the submission of program proposals from former Standards-based programs, and to the development of Descriptions of Practice (DOP) for the California Performance Standards for Education Leaders (CPSEL).

Part 1: Preliminary Administrative Services Credential Preparation

Background

The Commission has heard a number of agenda items relating to preliminary administrator preparation over the past several years. These have included, in chronological order, the January 2013 agenda item providing the draft California Administrator Content Expectations and Performance Expectations (<http://www.ctc.ca.gov/commission/agendas/2013-01/2013-01-4D.pdf>); the April 2013 agenda item providing the final version of these two sets of standards for adoption and implementation (<http://www.ctc.ca.gov/commission/agendas/2013-01/2013-01-4D.pdf>); the September 2013 agenda item presenting revised Standards and Preconditions for Preliminary Administrative Services Credential Preparation Programs (<http://www.ctc.ca.gov/commission/agendas/2013-09/2013-09-4F.pdf>); the September 2013 agenda item providing an update on Administrator Performance Assessments (<http://www.ctc.ca.gov/commission/agendas/2013-09/2013-09-4E.pdf>) and the December 2014 agenda item providing a further update on the work relating to administrator performance assessment (<http://www.ctc.ca.gov/commission/agendas/2013-09/2013-09-4E.pdf>).

The narrative below provides a further update on each of these topics.

A. Update on the Transition of Preliminary Preparation Programs to the New Standards

There are 61 institutional sponsors of Preliminary Administrative Services programs in California. Transition plans were due on September 1, 2014 and all 61 programs have provided sufficient information regarding their transition to the new program standards. In addition, three institutions have submitted a new Preliminary Administrative Services program document for approval.

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B. Update on Performance Assessment for Program-Route Preliminary Administrative Services Credential Candidates

At its September 2013 meeting, the Commission approved requiring a performance assessment for all preliminary administrative services credential candidates completing a Commission-approved preparation program and directed staff to move forward with the development and implementation of a program-route APA at such time as sufficient resources would be available (<http://www.ctc.ca.gov/commission/agendas/2013-09/2013-09-4E.pdf>). Although resources have not been available to date to develop and implement this performance assessment, work has proceeded on the development of applicable Administrator Performance Assessment Design Standards and related APA Program Implementation Standards. This work has been undertaken in the context of the Accreditation Strengthening and Streamlining process currently underway, and has been grounded in the prior set of Teaching Performance Assessment Design Principles adopted by the Commission in August 2014 (<http://www.ctc.ca.gov/commission/agendas/2014-08/2014-08-4D.pdf>), the updated Teaching Performance Assessment Design Standards adopted by the Commission in December 2014 (<http://www.ctc.ca.gov/commission/agendas/2014-12/2014-12-3D.pdf>), and in the set of updated TPA Program Implementation Standards provided in a separate agenda item at this meeting.

The Governor's proposed budget for 2015-16 proposes \$4.0 million from the General Fund to the Commission to develop and revise educator preparation assessments. Of that amount, \$1.0 million will be allocated to the development of an Administrator Performance Assessment for program route candidates. It is anticipated that this assessment would be a single statewide APA model taken by all program route candidates. Reliable and consistent scoring would be managed by a contracted entity whose work would be overseen by the Commission. The quality and appropriateness of the assessment for California preliminary administrative services candidates would be assured by requiring the assessment developer to meet the Commission's adopted Assessment Design Standards for Administrator Performance Assessment. The content and focus of the assessment would be to assess each candidate's performance relative to the Commission's adopted Content and Performance Expectations for Preliminary Administrative Services Credential candidates. This work will be informed by the CA Education Leadership Professional Learning Initiative grant awarded to the University of San Diego by the California Department of Education (CDE)

The draft APA Design Standards and APA Program Implementation Standards were both developed by reviewing and modifying as appropriate the parallel sets of teaching performance assessment-related standards. The two draft sets of APA-related standards were reviewed by the Performance Assessment Task Group at its January and March 2015 meetings, with final edits being made at the March 2015 meeting. Each of these sets of standards is discussed further below.

B1. Draft Administrator Performance Assessment (APA) Design Standards

The draft Administrator Performance Assessment Design Standards address the psychometric and technical properties for a Commission-approved performance assessment, along with

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related design considerations appropriate to assessment of beginning administrative services credential candidates. These draft standards are provided in Appendix A, and have been modified from the Commission-adopted Teaching Performance Assessment Design Standards.

B2. Draft APA Program Implementation Standards

The draft APA Program Implementation Standards address the assessment implementation responsibilities of preparation programs. These standards are parallel to the draft TPA program implementation standards presented in a separate agenda item at this meeting. Standard 1 addresses program implementation responsibilities for administration of the assessment; Standard 2 addresses program responsibilities for candidate preparation and support; and Standard 3 addresses responsibilities for assuring assessor qualifications, training, and scoring reliability. These three draft standards are provided in Appendix B.

B3. Update on the CA Education Leadership Professional Learning Initiative

As indicated previously to the Commission in December 2014 (<http://www.ctc.ca.gov/commission/agendas/2014-12/2014-12-3B.pdf>), the CDE has awarded \$997,894, in federal Title IIA Improving Teacher Quality State Grants Program, funds for professional learning activities related to the future development of an Administrator Performance Assessment (APA) for candidates completing the program route to the Preliminary Administrative Services Credential. A Request for Applications process was conducted to select a grantee for this work. The federal requirements for these funds specified that eligible grantees had to be a partnership comprised a minimum of three specific types of entities: a high needs Local Education Agency (LEA), a school of Arts and Sciences, and a school of Education (these latter two could be but were not required to be from the same institution).

The grantee for this work was a partnership of San Diego Unified School District and the University of San Diego. The scope of work for this grant includes professional learning activities focusing on prospective school administrators and the development of a self-assessment tool based on the Commission's adopted administrator content and performance expectations to help prospective school administrators determine their level of knowledge, skills, ability, and interest in school administration as a next step in their career. It is intended that the foundational work done on the self-assessment tool can form the basis for the future development of an actual Administrator Performance Assessment for candidates who have completed or are on the verge of completing a Preliminary Administrative Services Credential program and who should already possess the requisite knowledge, skills, and abilities to begin competent beginning practice as a school administrator. An initial meeting of the partnership was held in San Diego in March 2015.

Staff Request

Staff requests that the Commission review the draft APA Assessment Design Standards and the draft APA Program Implementation Standards and provide any modifications or other guidance to staff relative to the content and/or language of these standards. Staff further requests direction from the Commission as to whether these standards, including any potential modifications made by the Commission, should proceed to a field review.

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Next Steps

If the Commission makes modifications to these standards, staff would incorporate the modifications in the draft(s). If the Commission directs staff to proceed to a field review of these standards, including any modifications made by the Commission, staff would conduct a field review and bring these standards back to the Commission for potential adoption at a future Commission meeting.

Both of these sets of standards would apply in the future, as there is presently no APA developed and available for use with program route candidates. Therefore, APA program implementation standards would not apply until such time as there is a Commission APA ready for program and candidate use.

Part 2: Clear Administrative Services Credential Preparation

Background

In February 2014, the Commission adopted new program standards for the Administrative Services Clear Induction programs, and began accepting Initial Program Review (IPR) proposals for a Clear Administrative Services Credential (CASC) Induction program (<http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6C.pdf>). Transitions plans were due on July 1, 2014 from Commission-approved Guidelines programs. As of July 1, 2015, current Tier II programs expire, and in order to continue to recommend individuals for the CASC, the program must meet the 2014 adopted standards.

A. Update on Transition of Guidelines-Based Programs and Approval of Former Standards-Based Programs

Prior to the adoption of the CASC standards there were 24 Guidelines-based program sponsors in California. Two of those institutions have decided not to submit transitions plans, thereby terminating their sponsorship of a Clear Administrative Services program (both had not had candidates for the past several years). Twenty-two institutions submitted transition plans on July 1, 2014, and have now provided sufficient information on their plan to transition to the new standards on July 1, 2015.

Of the 29 Standards-based program sponsors in the state, eleven have decided not to submit for induction program sponsorship under the new standards. Eleven institutions have submitted documents and are currently completing the Initial Program Review process for a Clear Induction program starting in fall 2015. Another eight institutions are planning on submitting new proposals by April 30th and undergoing Initial Program Review beginning in May.

Six new institutions are in the process of submitting for sponsorship of a CASC program and an existing consortium has separated into two separate sponsoring institutions, bringing the total of projected CASC program sponsors to 46 by September 1, 2015.

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B. Update on CPSEL-related Work

The Commission adopted the revised CPSEL at its meeting of February 2014 (<http://www.ctc.ca.gov/commission/agendas/2014-02/2014-02-6B.pdf>). Since that time, Commission staff has been working with the California Department of Education and the research, development and services agency WestEd to update the current “Descriptions of Practice” exemplifying candidate performance at difference levels along a continuum of professional practice relating to each of the CPSEL. This work has been funded through a transfer of \$600,000 in unobligated federal funds from the Title IIA Improving Teacher Quality State Grants Program from the CDE to the Commission as part of the 2014-15 state budget. As specified in the funding allocation, the Commission is to use these one-time, pass-through funds to revise the Descriptions of Practice (DOP) for the California Professional Standards for Education Leaders (CPSEL) and to also develop coaching modules for implementation of the DOP and deliver the modules in venues throughout the state. The status of this work is described below.

B1. Development of Descriptions of Practice (DOP) for the CPSEL

The 2014 CPSEL have three levels--the standard, the elements, and the indicators. The standards, although recently updated, address the same six broad categories that the previous version addressed. The elements have been substantially updated and reflect a more current view of an education administrator’s responsibilities. The indicators, a new component, further delineate leader action. The indicators serve primarily as examples of how an education leader might demonstrate the element or standard within his or her practice; they are not intended to be a comprehensive or required list of administrator behaviors.

Most, if not all of California’s approved Administrative Services credentialing programs use WestEd’s publication *Moving Standards into Everyday Work: Descriptions of Practice* (initially published in 2003) as a tool to document the level of candidate competence in each of the CPSEL. With the revision of the CPSEL, this tool needed revision as well. In a joint effort, the Commission, the California Department of Education, and WestEd are facilitating the revision of this document during the 2014-15 year.

A panel with representation from a broad spectrum of stakeholder groups (Appendix C) was assembled to examine the new CPSEL, review the existing rubric, and identify places where changes were needed. Once edits were identified, the group crafted new structures and new language to reflect the 2014 CPSEL revisions. The editing work of this document is in its final stages, with one final panel meeting in May.

Publication of this document is targeted for July 1, 2015, but is subject to the printer’s timetable. It is expected that one of the state printing contractors will be publishing the document.

Online posting of the final document is expected July 1, 2015. This posting will be included in the CTC website, and available for downloading by all interested parties. Initial publishing of the DOP will be funded with the funds described above.

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B2. Development of Implementation Training Modules

The implementation of a coaching-based job-embedded induction model for CASC programs represents a significant departure from the prior traditional IHE coursework and fieldwork model. To support institutions in transitioning to this new paradigm, the Commission, the Department of Education and WestEd are overseeing the development of several implementation and training modules on topics that include the content of the new standards, current research on best practices, the revised CPSEL and the accompanying new DOP tool. These modules will be available to programs and the programs will make decisions on which of the modules to use locally. A panel of experts with representation from a broad spectrum of stakeholder groups has been meeting throughout the 2014-15 year to complete this work (see Appendix D for panel membership).

The modules are being organized into three groupings: *Briefings*, *Best Practice Examples*, and *Future Views*. *Briefings* will address the new content found in the program and performance standards and highlight key concepts to address. *Best Practice Examples* will cover key points of the induction program (e.g., the first meeting between coach and candidate), offering approaches that existing programs with strong coaching components have found to be beneficial. *Future Views* is similar to *Best Practice Examples*, but focuses on new components of the program, projecting what research tells us will be profitable approaches.

The modules will be available through the Commission's website, with a July 1, 2015 target date for posting. Because the panel is working to provide information to a variety of interested parties (e.g., program sponsors, coaches, employers), the members are planning to design a webpage that offers multiple pathways to using the modules and materials. Current thinking includes approaches by viewer's role, by key program documents and by various program components.

B3. Providing Training in Regional Settings

Commission staff plans to hold five regional meetings throughout California in summer 2015 (Sacramento, Bay area, Los Angeles, Inland Empire, and San Diego) to introduce sponsoring institutions and program directors and coaches to the new DOP tool and the coaching modules, demonstrating how the modules can be used by individuals as well as programs to prepare stakeholders for their role in new CASC programs.

Next Steps

Staff requests that the Commission review and discuss the work described in Part 2 of this agenda item, along with the planned future work, and advise staff of any desired modifications or changes in direction.

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Appendix A

Proposed Draft California Administrator Performance Assessment Design Standards (Draft April 2015)

A. Assessment Design Standards

Assessment Design Standard 1: Assessment Designed for Validity and Fairness

The developer* of an Administrator performance assessment seeking approval for use in California (assessment contractor) designs an Administrator Performance Assessment (APA) in which complex administrator assessment tasks and multi-level scoring scales are linked to and assess California's Administrator Performance Expectations (CAPEs). The assessment contractor clearly describes the uses for which the assessment has been validated (i.e., to serve as a determination of a candidate's status with respect to the CAPEs and to provide an indication of preparation program quality and effectiveness), anticipates its potential misuses, and identifies appropriate uses consistent with the assessment's validation process. The assessment contractor maximizes the fairness of the assessment design for all groups of candidates in the program. A passing standard is recommended to the Commission by a standard setting panel based on a standard setting study where educators have made a professional judgment about an appropriate performance standard for beginning administrators to meet prior to licensure.

** Note: the "assessment contractor" refers to the entity or entities that develop the administrator performance assessment, administer and score the assessment, and are responsible to programs using the assessment and to the Commission. The assessment contractor may be a state agency, individual institution, a consortium of institutions and/or partners, a private entity, and/or combinations of these. The "assessment contractor" could be a single entity that both develops and administers and scores the assessment, or these tasks may be divided across several entities within a partnership or collaborative arrangement.*

Required Elements for Assessment Design Standard 1: Assessment Designed for Validity and Fairness

- 1(a) The Administrator Performance Assessment includes complex administrator assessment tasks to prompt aspects of candidate performance that measure the CAPEs. Each task is substantively related to two or more major domains of the CAPEs. For use in judging candidate-generated responses to each administrative task, the assessment also includes multi-level scoring scales that are clearly related to the CAPEs that the task measures. Each task and its associated scales measure two or more CAPEs. Collectively, the tasks and scales in the assessment address key aspects of the major domains of the CAPEs. The contractor of the performance assessment documents the relationships between CAPEs, tasks and scales.
- 1(b) The APA assessment contractor must include a focus on two key school administrator job roles within the design of the APA tasks and scoring scales to assess the candidate's ability

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to effectively perform the job role of (1) the principal as the instructional leader of the school and (2) the principal as the school improvement leader.

- 1(c) Consistent with the language of the CAPEs, the assessment contractor defines scoring scales so different candidates for credentials can earn acceptable scores on the Administrator Performance Assessment with the use of different administrative practices that support implementation of effective teaching and learning for all students, and improvements of student and other educational outcomes.
- 1(d) The assessment contractor must include within the design of the APA candidate tasks a focus on addressing the effective teaching and specific learning outcomes of English learners and students with special to adequately assess the candidate's ability to effectively perform the job role of the school's instructional and improvement leader.
- 1(e) The APA may include a required video of the administrative services candidate's performance during fieldwork.
- 1 (g) The APA assessment contractor must provide materials appropriate for use by programs in helping faculty become familiar with the design of the APA assessment, the candidate tasks and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment. The APA assessment contractor must also provide candidate materials to assist candidates in understanding the nature of the assessment, the specific assessment tasks, the scoring rubrics, submission processes and scoring processes.
- 1(h) The assessment contractor develops scoring scales and assessor training procedures that focus primarily on administrator performance and that minimize the effects of candidate factors that are not clearly related to administrative services competence, which may include (depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect the candidate's job effectiveness.
- 1(i) The assessment contractor provides a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the assessment contractor's clear understanding of the implications of the assessment for candidates, preparation programs, the public schools, and K-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the administrative services competence of candidates for Preliminary Administrator Credentials in California and as information useful for determining program quality and effectiveness.
- 1(j) The assessment contractor completes content review and editing procedures to ensure that administrator assessment tasks and directions to candidates are culturally and linguistically sensitive, fair and appropriate for candidates from diverse backgrounds.

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- 1(k) The assessment contractor completes initial and periodic basic psychometric analyses to identify administrator assessment tasks and/or scoring scales that show differential effects in relation to candidates' race, ethnicity, language, gender or disability. When group pass-rate differences are found, the assessment contractor investigates the potential sources of differential performance and seeks to eliminate construct-irrelevant sources of variance.
- 1(l) In designing assessment administration procedures, the assessment contractor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities.
- 1(m) In the course of determining a passing standard, the assessment contractor secures and reflects on the considered judgments of administrators, , supervisors of administrative services candidates, and appropriate other preparers of administrators regarding necessary and acceptable levels of proficiency on the part of entry-level school administrators. The assessment contractor periodically reviews the reasonableness of the scoring scales and established passing standard, when and as directed by the Commission.
- 1(n) To preserve the validity and fairness of the assessment over time, the assessment contractor may need to develop and field test new administrator assessment tasks and multi-level scoring scales to replace or strengthen prior ones. Initially and periodically, the assessment contractor analyzes the assessment tasks and scoring scales to ensure that they yield important evidence that represents candidate knowledge and skill related to the CAPEs, and serve as a basis for determining entry-level administrator competence to lead California's K-12 public schools. The assessment contractor documents the basis and results of each analysis, and modifies the tasks and scales as needed.
- 1(o) The Commission will own the APA. The assessment contractor must make all APA materials available to the Commission upon request, including materials that are proprietary to the assessment contractor. The Commission will maintain the confidentiality of all materials designated as proprietary by the assessment contractor.

Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

The APA assessment contractor designs and develops an assessment that will yield, in relation to the key aspects of the major domains of the CAPEs, enough collective evidence of each candidate's administrator performance to serve as a valid basis to judge the candidate's general administrative competence for a Preliminary Administrator Credential. The assessment contractor carefully monitors assessment development to ensure consistency with this stated purpose of the assessment. The Administrator Performance Assessment includes a comprehensive program to train, calibrate and maintain assessor calibration over time. The assessment contractor periodically evaluates assessment design to ensure equitable treatment of candidates. The assessment design and its implementation contribute to local and statewide consistency in the assessment of administrator competence.

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Required Elements for Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

- 2(a) In relation to the key aspects of the major domains of the CAPEs, the administrator assessment tasks and the associated directions to candidates are designed to yield enough valid evidence for an overall judgment of each candidate's administrator qualifications for a Preliminary Administrator Credential as one part of the requirements for the credential.
- 2(b) Administrator assessment tasks and scoring scales are extensively field tested in practice before being used operationally in the Administrator Performance Assessment. The assessment contractor evaluates the field test results thoroughly and documents the field test design, participation, methods, results and interpretation.
- 2(c) The Administrator Performance Assessment system includes a comprehensive program to select and train assessors who score candidate responses to the administrator assessment tasks. An assessor training program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the CAPEs, the administrator assessment tasks and the multi-level scoring scales. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy and calibration in relation to the scoring scales associated with the task. The assessment contractor establishes selection criteria for assessors of candidate responses to the APA. The selection criteria include but are not limited to appropriate administrative expertise in the content areas assessed within the APA. The assessment contractor selects assessors who meet the established selection criteria and uses only assessors who successfully calibrate during the required APA assessor training sequence. When new administrator tasks and scoring scales are incorporated into the assessment, the assessment contractor provides additional training to the assessors, as needed.
- 2(d) In conjunction with the provisions of the applicable Administrative Services Preparation Program Standards relating to the Administrator Performance Assessment, the assessment contractor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.
- 2(e) The assessment contractor provides a consistent scoring process for all programs using the assessment, including programs using a local scoring option provided by the assessment contractor. The scoring process conducted by the assessment contractor to assure the reliability and validity of candidate outcomes on the assessment may include, for example, regular auditing, selective back reading, and double scoring of candidate responses near the cut score by the qualified, calibrated scorers trained by the assessment contractor. All assessments must include a local scoring option in which the assessors of candidate responses are program faculty and/or other individuals identified by the program who are trained and calibrated by the assessment contractor, and whose scoring work is facilitated and reviewed by the assessment contractor. The assessment

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contractor provides a detailed plan for establishing and maintaining scorer accuracy and inter-rater reliability during field testing and operational administration of the assessment. The assessment contractor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment. The assessment contractor must provide an annual audit process that documents that local scoring outcomes are consistent and reliable within the assessment for candidates across the range of programs using local scoring, and informs the Commission where inconsistencies in local scoring outcomes are identified.

- 2(f) The assessment contractor's assessment design includes an appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program.
- 2(g) The assessment contractor provides results on the APA for individual candidates based on performance relative at minimum to the first five domains of the CAPEs and/or the specific scoring rubrics within a maximum of three weeks following candidate submission of completed APA responses. The assessment contractor provides results to programs based on both individual and aggregate data relating to candidate performance relative to the rubrics and/or the first five domains of the CAPEs. The assessment contractor also follows the timelines established with programs using a local scoring option for providing scoring results.
- 2(h) The assessment contractor provides program level aggregate results to the Commission, in a manner, format and timeframe specified by the Commission, as one means of assessing program quality. It is expected that these results will be used within the Commission's ongoing accreditation system.

Assessment Design Standard 3: APA Assessment Contractor Support Responsibilities

The APA contractor provides technical support to administrator preparation programs using the assessment concerning fidelity of implementation of the assessment as designed. The assessment contractor is responsible for conducting and/or moderating scoring for all programs, as applicable, within a national scorer approach and/or the local scoring option. The assessment contractor has ongoing responsibilities to interact with the Commission, to provide candidate and program outcomes data as requested and specified by the Commission, and to maintain the currency of the assessment over time.

Required Elements for Assessment Design Standard 3: APA Assessment Contractor Support Responsibilities

- 3(a) The assessment contractor provides technical assistance to programs implementing the APA concerning fidelity of implementation of the assessment as designed. Clear implementation procedures and materials such as a candidate and a program handbook are provided by the assessment contractor to programs using the assessment.

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- 3(b) The assessment contractor conducting centralized scoring for programs is responsible for providing APA outcomes data at the candidate and program level to the Commission, as specified by the Commission. The assessment contractor supervising/moderating local program scoring oversees data collection and reporting.
- 3(c) The assessment contractor is responsible for submitting at minimum an annual report to the Commission describing, among other data points, the programs served by the assessment, the number of candidate submissions scored, the date(s) when the results of the scoring were provided to the preparation programs, and other operational details as specified by the Commission.
- 3(d) The assessment contractor is responsible for maintaining the currency of the APA assessment, including making appropriate changes to the assessment and/or to the scoring rubrics and associated program, candidate, and scoring materials, as directed by the Commission when necessitated by changes in K-12 standards and/or in teacher or administrator preparation standards or expectations.
- 3(e) The assessment contractor must define the retake policies for candidates who fail one or more parts of the assessment which preserve the reliability and validity of the assessment results. The retake policies must include whether the task(s) on which the candidate was not successful must be retaken in whole or in part, with appropriate guidance for programs and candidates about which task and/or task components must be resubmitted for scoring and what the resubmitted response must include.

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Appendix B

Proposed Draft Preliminary Administrator Preparation Program Standards Relating to Implementation of the Program-Route Administrator Performance Assessment April 2015

Standard 1: Implementation of the Administrator Performance Assessment (APA): Program Administration Processes

The APA is implemented according to the requirements of the Commission's model. One or more individuals responsible for implementing the APA document the administration processes for all tasks/activities of the APA in accordance with the requirements. The program consults as needed with Commission staff where issues of consistency in implementing the assessment as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional services to candidates within the program) to become knowledgeable about the APA and the APA process so that they can appropriately prepare candidates for the assessment and also use APA data for program improvement purposes.

Required Elements for Standard 1: APA Program Administration Processes

- 1(a) The program identifies one or more individuals responsible for implementing the APA and documents the administration processes for all tasks/activities of the APA in accordance with implementation requirements.
- 1(b) If the APA requires a video, the program places candidates only in fieldwork placements where the candidate is able to video his/her administration activities. The program assures that each school or district where the candidate is placed has a video policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the APA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.
- 1(c) If the program participates in the local scoring option provided by the Commission's contractor, the program coordinates with the model sponsor to identify the local assessors who would be used to score APA responses from the program's candidates.
- 1(d) The program maintains program level and candidate level APA data, including but not limited to individual and aggregated results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation, and program improvement purposes.
- 1(e) The program assures that candidates understand the appropriate use of materials submitted as part of their APA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

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- 1(f) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all APA training materials, including all print, online, video, and assessor materials which may be in the program's possession.
- 1(g) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

Standard 2: Implementation of the Administrator Performance Assessment: Candidate Preparation and Support

The administrator preparation program assures that each candidate receives clear and accurate information about the nature of the tasks within the Administrator Performance Assessment and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the APA tasks/activities. The program assures that candidates understand that all responses to the APA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with assessment guidelines.

- 2(a) The program implements as indicated below the following support activities for candidates:

These activities constitute **required** forms of support for candidates within the APA process:

- Providing candidates with access to handbooks and other explanatory materials about the APA and expectations for candidate performance on the assessment
- Explaining APA tasks and scoring rubrics
- Engaging candidates in formative experiences aligned with a APA (e.g., fieldwork assignments, observing, analyzing, and reviewing teacher classroom performance, and performing other administrative tasks during coursework and/or fieldwork)
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the APA process:

- Guiding discussions about the APA tasks and scoring rubrics
- Providing support documents such as advice on making good choices about what to use within the assessment responses
- Using APA scoring rubrics on assignments other than the candidate responses submitted for scoring
- Asking probing questions about candidate draft APA responses, without providing direct edits or specific suggestions about the candidate's work
- Assisting candidates in understanding how to use the electronic platforms for

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models/programs using electronic uploading of candidate responses

- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the APA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment)
- Providing specific critique of candidate responses that suggests alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate APA responses (written responses or video entries) on public access social media websites.

2(b) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the APA. The feedback includes information relative to candidate demonstration of competency on the domains of the California Administrator Performance Expectations (CAPEs).

2(c) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the APA for a preliminary administrative services credential and have met all credential requirements.

Standard 3: Implementation of the Administrator Performance Assessment:

Assessor Qualifications, Training, and Scoring Reliability

3(a) The Commission's contractor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option, and must follow selection criteria established by the model sponsor. The selection criteria include but are not limited to administrative expertise in the content areas assessed within the APA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential APA assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

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Appendix C

CPSEL Descriptions of Practice Revisions Panel

Workgroup Member	Affiliation
Akida Kissane Long	K-12 LEA
Ardela Daily	California State University
Bendta Friesen	Association of Independent California Colleges and Universities
Carlye Olsen	Association of California School Administrators and K-12 LEA
CFT Representative	Invited but no representative identified
Chris Maricle	California School Boards Association
Chris Thomas	Association of Independent California Colleges and Universities
CTA Representative	Invited but no representative identified
Deborah Costa-Hernandez	University of California
Eileen Rohan	University of California and California Department of Education
Gary Kinsey	California State University and California Association of Professors of Education Administration
Ginny Lee	California State University
Jessica Evans	Charter School Organization
Lisa Gilbert	Curriculum and Instruction Steering Committee and California County Superintendents Educational Services Association
Margaret Arthofer	Association of California School Administrators
Nancy Parachini	University of California
Nancy Sanders	California State University
Renee Regacho-Anaclerio	California County Superintendents Educational Services Association
Ron Taylor	California Department of Education and K-12 LEA
Steve Winlock	California County Superintendents Educational Services Association
Gay Roby	Commission on Teacher Credentialing
Karen Kearney	WestEd
Heather Mattson	WestEd
Libby Rognier	WestEd
Barbara Murchison	California Department of Education

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Appendix D

Development of CASC Implementation Modules Panel

Workgroup Member	Affiliation
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Barbara Murchinson	California Department of Education
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Christopher Thomas	University of San Francisco
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Gary Kinsey	California State University, Channel Islands