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Information

Professional Services Committee

Update on Administrator Performance Assessment Development

Executive Summary: This agenda item provides an update on the work to develop Administrator Performance Assessments for preliminary administrative services credential candidates.

Policy Question: Does the work to date align with the Commission's expectations?

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Strategic Plan Goal

II. Program Quality and Accountability

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

December 2014

Update on Administrator Performance Assessment Development

Introduction

This agenda item presents a general update on the work to date to develop performance assessments for preliminary administrative services credential candidates. These candidates have two options for meeting the preparation requirements for the credential: successfully completing the examination route, which waives the program coursework and fieldwork, or completing a Commission-approved preliminary administrative services credential program. Currently, approximately 1,140 candidates per year complete the examination route.

Background: Prior Actions Taken by the Commission Relating to Performance Assessments for Preliminary Administrative Services Credential Candidates

Current law provides authority for the Commission to set standards for the preparation of Administrative Services Credential (ASC) candidates. The Commission took action in 2013 to require approved ASC preparation programs to include a performance assessment of candidates at such time as one was developed and available for program use. In addition, the Commission took action to require the revision and updating of the Commission-owned California Preliminary Administrative Credential Examination (CPACE) examination used by examination route ASC candidates to include both a content assessment aligned to the Administrator Content Expectations adopted by the Commission in 2013 as well as a performance assessment aligned to the Administrator Performance Expectations also adopted in 2013.

The status of the work to implement the Commission's direction with respect to both of these assessments is described below.

(a) Update on CPACE Development (for Examinations Route Preliminary ASC Candidates)

As reported at the August 2014 Commission meeting, work to revise and update the CPACE examination is on a fast track and is well underway on schedule. Commissioner Martin is the Commission's liaison to this work.

In August, an initial meeting was held with the content expert panel to review the existing CPACE item bank and identify items which were still in alignment with the new Administrator Content Expectations and/or the Administrator Performance Expectations, items that were not in alignment but could be updated to be aligned, items which needed to be replaced, and items that needed to be added to address gaps and/or new content. The meetings were completed on schedule and resulted in item development work to incorporate the panel's recommendations.

In October 2014, a week-long series of meeting was held to conduct a bias review and a content review of the revised and new CPACE items, including both Content Assessment-related test

items and Performance Assessment-related test items. The revised CPACE examination will consist of a two-part assessment: one component will be a Content Assessment to assure that ASC candidates have the knowledge, skills, and abilities identified by the Commission as essential to the job role of a school administrator, and the other component will be a Performance Assessment to assure that ASC candidates have the ability to apply their knowledge, skills, and abilities appropriately to the job roles of the principal as the instructional leader of the school and the principal as the school improvement leader of the school and the larger school community. These are the two areas prioritized by the Commission as the focus for the CPACE performance assessment component.

At both the two-day Bias Review and the three-day Content Expert panel meetings, participants commented in particular on the scope and rigor of the test items for both the content assessment and the performance assessment components. This feedback is consistent with Commission direction to address the scope and the rigor of the new CPACE. Staff wishes to recognize the panel members for their dedicated effort, as the panel members worked long hours, including working lunches, and also stayed late in order to accomplish their tasks on schedule.

CSPACE Next Steps

The next step in the CSPACE development process is to conduct field testing of the revised and new test items to see how they perform under actual operational conditions. The field test will take place between fall 2014 and winter 2015, after which the results will be analyzed and decisions made about the final item bank for operational use with all ASC candidates who attempt the examination route. It is expected that the revised two-part CSPACE examination will become fully operational for all examination route ASC candidates with an initial administration in summer 2015. Following the initial administration of the revised CSPACE examination, a standard setting study will be done and a recommendation for a passing score standard is expected to be presented to the Commission for potential adoption in August 2015.

The final administration of the current CSPACE examination will be in February 2015.

(b) Update on Administrator Performance Assessment (APA) for Program Route Preliminary ASC Candidates

Commission direction for the APA program route ASC candidate performance assessment

The Commission provided direction for the development of a new APA for program route preliminary ASC candidates. The assessment will focus on actual performance on the job for candidates who are doing coursework and field work that provide access to on-the-job school administration opportunities where candidates could demonstrate their knowledge, skills, and abilities in real time with actual students, teachers, parents/guardians, community members, and others, as appropriate to the specific assessment task. The Commission has also provided direction that the program route APA prioritize the same two overarching areas as identified for the examination route ASC candidates, namely, the key job roles of the principal as instructional leader and as school improvement leader. It should be noted that no prior administrator performance assessment of this type has been developed in California, and none

is presently available in the nation for adoption/adaptation by the Commission. One is presently under development in Massachusetts and is not available to California.

The development of the program route APA presents an exciting opportunity to potentially push the boundaries of the field. The fact that there is presently no available job-site situated APA in the nation, except for the one still under development by Massachusetts, is testament to the difficulty and complexity of this type of examinations development.

Performance Assessment Development Process

It may be helpful here to review the standard examinations development process for constructing an assessment that is valid, reliable, reflective of the Commission's standards, and consistently implemented across programs. These are the steps that reflect the highest testing industry assessment development practices:

- an initial job analysis, to support the validity of the assessment's relationship to the characteristics of the job the candidate will have to perform
- an initial determination of the scope of the content potentially eligible for assessment
- a determination of the specific priorities for the assessment, since a single assessment cannot cover absolutely everything in a given content area
- a blueprint for what form the assessment will take (i.e., what types of questions, how many questions, how many subtests, if any, etc.)
- input from qualified expert California educators as to the specific content to be covered within the assessment questions
- development of assessment prompts and related materials
- review and revision of the draft assessment prompts and related materials by a Bias Review Committee and the Content Expert panel
- pilot, field testing and final revision of the assessment prompts and review of the performance of the assessment items
- development of the candidate preparation materials, sample assessment prompts and responses, and similar information for posting on the Commission's examinations website
- assessor training and calibration
- initial implementation of the assessment with candidates and programs

The Commission has already completed all of the following assessment development steps through the prior work to revise the Administrator Content Expectations and Administrator Performance Expectations adopted by the Commission in 2013:

- an initial job analysis, to support the validity of the assessment's relationship to the characteristics of the job the candidate will have to perform;
- an initial determination of the scope of the content potentially eligible for assessment (these are specified in the Administrator Performance Expectations adopted by the Commission in 2013); and
- a determination of the specific priorities for the assessment. The priorities established by the Commission in 2013 for the APA focus on (1) the job role of the principal as

instructional leader improving teaching and learning, and (2) the job role of the principal as school improvement leader marshalling school and community resources to address student achievement and other whole-school improvements.

Program Route APA Next Steps

The Commission's budget does not currently include funding to develop a program route APA for preliminary ASC candidates. However, a fortuitous opportunity to use federal funds has been made available through a collaborative effort with the California Department of Education.

The California Department of Education receives federal Title II, Part A, Improving Teacher Quality (ITQ) State Grant Program, No Child Left Behind Act of 2001 funding (Federal Catalog Number 84.366B). Part of this CDE federal funding supports professional development activities to improve the knowledge, skills, and abilities of educators. The CDE has made \$1 million of the federal Title II, Part A funds described above available for a collaborative effort with the Commission to begin work that supports the Commission's goal of developing an administrator performance assessment. The federal funds under this Request for Applications would be directed to activities relating to administrator professional development and development of a performance-based self-assessment tool for prospective California school administrator candidates. Development and piloting of this tool would inform further development of the Administrator Performance Assessment for licensing purposes should funding become available.

The professional development activities have as their principal purpose to provide an in-depth professional learning opportunity for a cohort of teacher leaders and practicing and aspiring California school administrators that will result in an assessment tool that may be used to demonstrate educator leader readiness and preparation program quality. Federal regulations specify that an "Eligible Partnership," as defined below, may receive subgrants under the ITQ-SAHE funding to carry out the types of professional learning activities described above:

Eligible Partnership

An Eligible Partnership is an entity that includes (i.) a private or state institution of higher education and the division of the institution that prepares teachers and principals **AND** (ii.) a school of arts and sciences **AND** (iii.) a high-need LEA." The Eligible Partnership may include another education related entity. (NCLB Title II, Part A, Subpart 3, Section 2132)

In order to award funding under the ITQ-SAHE program, the CDE collaborated with the CTC to develop and issue a Request for Applications (RFA) to invite Eligible Partnerships to respond with a detailed plan for how the specified professional learning activities relating to beginning administrator preparation and the self-assessment tool described above would be implemented. The RFA can be found here: <http://www.cde.ca.gov/pd/ps/teachingleading.asp>. The funding will be granted to an Eligible Partnership comprised of the three required types of entities specified in the federal definition above and will be focused on improving the quality of beginning administrator candidates and programs.

At this time the RFA is active and responses from Eligible Partnerships are due on December 1, 2014. The applications will be reviewed and a grantee selected if at least one of the responses to the RFA meets the requirements, specifications, and selection criteria outlined in the RFA. These are federal funds and the project supported through these funds must be completed by September 30, 2016. Because of the timing of the RFA review and grantee award processes relative to Commission agenda posting deadlines, staff will provide an update at the December 2014 Commission meeting regarding the outcome of the RFA competition.

Future Updates

Staff will continue to keep the Commission informed with updates on the progress to develop and implement administrator performance assessments consistent with Commission direction and expectations for these assessments.