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Action

Educator Preparation Committee

Update on the Development of Administrator Performance Assessment Design and Program Implementation Standards

Executive Summary: This agenda item provides an update on Design and Program Implementation Standards for the Administrator Performance Assessment (APA) and proposes that the Commission adopt these standards.

Policy Question: Are the proposed draft standards consistent with the Commission's policies for California performance assessments?

Recommended Action:

- (1) That the Commission adopt the draft APA Assessment Design and Program Implementation Standards.
- (2) That prospective model sponsors who meet the APA Design Standards be allowed to design and develop additional APA's beyond the CTC's model.
- (3) That the question of whether or not to combine the CAPEs and the CPSEL continue to be discussed in the field and be brought back for review and direction at a future Commission meeting.

Presenter: Amy Reising, Director of Development for Teaching and Administrator Performance Assessments

Strategic Plan Goal

II. Program Quality and Accountability

- a) 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 2015

Update on the Development of Administrator Performance Assessment Design and Program Implementation Standards

Introduction

This item presents an update on efforts to develop standards to guide the design and implementation of an Administrator Performance Assessment and asks the Commission to review and adopt the Design and Program Implementation Standards.

Background

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 an Administrator Performance Assessment (APA) when sufficient resources became available (<http://www.ctc.ca.gov/commission/agendas/2013-09/2013-09-4E.pdf>).

The 2015 Budget Act provided funding to the Commission to support development of an APA. In anticipation of the opportunity to move forward with an APA, the Commission's Performance Assessment Work Group (one of the work groups working on the effort to strengthen and streamline the accreditation system) developed draft APA Design Standards and related APA Program Implementation Standards for Commission consideration.

The APA Assessment Design Standards address the psychometric and technical properties for a Commission-approved performance assessment, along with related design considerations appropriate to assessment of beginning administrative services credential candidates. These standards form the basis for future development of an APA for candidates completing preliminary preparation for an Administrative Services Credential. They parallel, significantly and were adapted from the existing Teaching Performance Assessment Design Standards adopted in December 2014 <http://www.ctc.ca.gov/commission/agendas/2014-12/2014-12-3D.pdf>.

Assessment Design Standards express the Commission's expectations about the nature of performance assessments that will, when developed and adopted, be used as one criterion for issuing a Preliminary Administrative Services Credential to prospective administrators. These standards are necessary to guide development of an APA. Program Implementation Standards speak to the responsibility of program sponsors for embedding performance assessments into their programs. A draft set of APA Program Implementation Standards based on and modeled after the adopted TPA Program Implementation Standards is included in this item for review.

Development of Standards

Draft APA Design and Implementation Standards were presented to the Commission at its April 2015 meeting <http://www.ctc.ca.gov/commission/agendas/2015-04/2015-04-4C.pdf>. Commissioners

directed staff to revise the draft standards, engage in discussion with stakeholders, and return with a revised draft for consideration and possible adoption. Commission staff members engaged in conversations with stakeholders in recent months, primarily through a series of “think-tank” discussions that the Professional Services Division held across the state regarding changes in the preparation and induction of prospective administrators. A number of questions about the nature and timing of an administrator performance assessment surfaced during these sessions. There is growing interest in the role this assessment will play in preparation, as well as the role of faculty in the implementation of performance assessments. Program faculty have expressed an interest in embedding an APA in their programs, administering, and scoring the assessment locally. Others asked about the formative and summative goals of a new assessment in preparation and licensing. A few asked whether programs will have the opportunity to develop their own local assessments to meet this new requirement.

Commission staff brought the revised APA Design Standards for adoption and related APA Program Implementation Standards for review to the Commission at the October 2015 meeting <http://www.ctc.ca.gov/commission/agendas/2015-10/2015-10-2F.pdf>. The Commission directed staff to engage in another round of discussion with stakeholders and the Work Group co-chairs to continue to gather feedback to guide revisions to the APA Design Standards. In addition to providing feedback to the specific language of the APA Design Standards, the Commission directed staff to explore two additional questions with stakeholders during public input meetings: (1) Should the APA Design and Implementation Standards allow for more than one APA? , and (2) Should the two current sets of guiding standards documents, the California Administrator Performance Expectations (CAPEs) and the California Professional Standards for Education Leaders (CPSEL) be combined into one document?

This agenda item summarizes and addresses feedback gathered from multiple sources over the last several months regarding proposed revisions to the draft proposed APA Design and Program Implementation standards, the option of having more than one approved APA, and whether or not the CAPEs and CPSEL should be combined.

Summary of APA Design Standard Feedback from Public Meetings and Correspondence

Commission staff has had multiple opportunities to meet with stakeholder groups since the October 2015 Commission meeting. On October 9, Amy Reising attended the California Association of Professors of Education Administration (CAPEA) conference to provide an update on the draft standards and plans to develop an APA and solicit feedback. On November 5 and 9, 2015 Amy Reising, Gay Roby and other Commission staff held public input meetings on the standards in Sacramento and Costa Mesa. Members of CAPEA and ACSA participated in these sessions. CAPEA also sent a letter to the Commission to document their proposed changes to the APA Design and Implementation Standards. Representatives from 28 of the 61 approved Preliminary Administrator preparation programs in California attended one of the public meetings.

Participation in Public Input Sessions

Date	Place	Numbers Attending
October 9, 2015	Point Loma Nazarene University, San Diego	In person: 25
November 5, 2015	Commission Offices, Sacramento	In person: 8 Via Zoom: 1 Webcast: 6
November 10, 2015	National University, Costa Mesa	In person: 16 Via Zoom: 6

Public feedback ranged from ideas that would result in changes across all three APA Design Standards, to suggestions that were editorial in nature and specific to a standard or element. Cross-standard suggestions included the following:

- changing the word “contractor” to “model sponsor”, in support of allowing for multiple embedded, CTC approved APAs;
- allowing a range of types of assessment tasks that could include a portfolio of work collected over time;
- clarifying that all candidates should have equal access and support to complete an APA;
- that local scoring and training of scorers options be available so that the APA retain both summative and formative functions;
- clarifying what and how APA passing score data submitted to the CTC will be used; and
- requiring that the appeal process designed for candidates and or programs be clearly defined by the sponsor and be fair.

Staff has proposed revisions for the Commission’s consideration to the APA Design Standards to reflect public feedback and suggestions. Appendix A provides the track changed document which details all proposed changes to the three design standards. Specifically, the table below provides detail about how and where suggestions were addressed in the APA Design Standards document (Appendix A). All proposed edits are included in tracked changes in the draft APA Design and Program Implementation Standards.

Suggestion	Where a change was made in the Standards	Rationale/Discussion
Change the word “contractor” to “model sponsor”.	Across all three Design Standards, the word contractor is replaced with model sponsor.	Changing the word “contractor” to “model sponsor”, in the Design Standards indicates that there might be multiple APA model sponsors. This edit provides for alignment to the TPA Design Standards.
Be clear about which Categories of the CAPEs are being measured by the APA.	In the text of the introduction to Standard 1: Assessment Designed for Validity and Fairness, and	At the June, 2013 meeting, the Commission determined the job role of school principal would be the focus of the APA and

Suggestion	Where a change was made in the Standards	Rationale/Discussion
	Standard 2: Assessment Designed for Reliability and Fairness. 1 (a), 1(m), 2(a), 2 (c), 2 (h)	therefore Category B and C would be the primary focus for the APA, but that candidates would need to demonstrate through program course work, clinical practice, and the APA proficiency across all CAPEs .
Make sure the standards allow an APA to take the form of a portfolio of tasks collected over time.	No changes needed.	Currently, as written, the APA Design Standards do not preclude a portfolio assessment that could have multiple tasks collected over time.
Video should be expanded to include any type of media.	Standard 1(e), 2(a)	Model Sponsors would need to specify the type of media that can be used to provide evidence in response to a task.
Clarify that all candidates, including English learners and those with disabilities, have equal access and support to complete an APA.	Standard 1 (d), 1(g), 1(k), 1(i)	New language is suggested in Standard 1. All candidates must have equal access and support.
Local scoring and training of scorers options should be allowed so that the APA can retain both summative and formative purposes.	2(c), 2(e), 2 (f)	Model sponsors can train local scorer trainers, to provide local scorer training, but must oversee and report on the calibration process and address any inconsistencies.
Clarify what and how APA passing score data will be submitted to the CTC and what it will be used for. Programs should have the opportunity to check their data prior to submitting to the CTC.	Introduction to Standard 3: APA Assessment Model Sponsor Support Responsibilities. 2 (f), 3 (b), 2 (i)3 (c)	APA Design Standards may need to be revised to accommodate future decisions about what APA data will be collected and reported.
The appeal process for candidates needs to be clearly defined by the sponsor and if a candidate’s response is rescored it must be by another scorer not familiar with the candidate.	1 (f), 2(g), 3 (e)	A different person, not familiar with either the candidate or the candidate’s APA submission, will perform the rescore.

At both the Sacramento and Costa Mesa meetings, questions were asked about whether the Commission proposes to only measure two of the CAPE domains on the APA. A lingering concern is that administrators are pursuing a range of types of jobs, not just the job of a building principal, and how focusing only on Category B and C of the CAPEs for the APA addresses the range of duties that are authorized by this credential. An APA cannot, logistically, focus on all of the possible jobs that an administrative credential holder might pursue. The Commission previously determined that the APA should focus primarily on the job of school principal with a focus on instructional leadership, and school improvement leadership. While these aspects of leadership are defined in Categories B and C of the CAPEs, the other categories of CAPEs contribute to the development of leadership capacity in these areas. The APA Design Standards reflect the integrated nature of the CAPEs by calling for model sponsors to develop complex tasks that draw from the CAPEs with a particular focus on these two categories of leadership. Between the program and the APA, every candidate for a preliminary Administrative Services Credential must demonstrate proficiency of the CAPEs.

A new question that emerged at the Costa Mesa meeting concerned the release of candidate data based on program size and number of enrolled candidates. The Commission has a practice to not report data when fewer than 10 candidates are in the sample, since a small sample size can lead to the identification of an individual and thus the release of individual level data. Staff anticipate that the Commission's minimum data size practice would apply to the APA.

Participants at both the Sacramento and Costa Mesa meetings expressed interest in having the opportunity to have multiple versions of APAs as long as they meet the CTC's approved Assessment Design Standards. At its June, 2013 meeting, the Commission directed staff to move forward to design one APA for California. Feedback from several public meetings and collected correspondence reflects the request to allow for more than a single Commission-developed model. If the Commission takes action to allow for multiple APAs, equating studies would need to be conducted, similar to studies that will be conducted for the multiple TPAs, to assure that all passing scores across APAs are comparable.

An additional question addressed at the public meetings focused on whether or not the two documents that are currently adopted to guide program and assessment design, the CAPEs for preliminary candidates and programs, and the CPSEL, for Induction candidates and programs, be combined. Some participants shared that they would prefer one document that described standards for Administrators in California; others were comfortable with the CAPEs describing expectations for preliminary administrators and the CPSEL describing more advanced practice. Staff recommends that discussion continue and further feedback be gathered from the field over the next several months.

Summary of APA Program Implementation Standard Feedback from Public Meetings and Correspondence

Program Implementation Standards were also reviewed at the public meetings. Suggestions for revision were similar to those made for the Design Standards. Four issues were specifically addressed in the minor revisions as reflected by track changes in Appendix B. The table below provides information about how and where suggested revisions were addressed.

Suggestion	Where changes have been proposed in the Standards	Rationale/Discussion
Change the word “contractor” to “model sponsor”.	1 (c), 3 (a),	Changing the word “contractor” to “model sponsor”, in the Design Standards indicates that there might be multiple APA model sponsors. This edit would align with the TPA Design Standards.
Be clear about which Categories of the CAPE are being measured by the APA.	2(b)	At the June, 2013 meeting, the Commission determined the job role of school principal would be the focus of the APA and therefore Category B and C would be the primary focus for the APA, but that candidates would need to demonstrate through program course work, clinical practice, and the APA proficiency across all CAPEs .
If a candidate’s response is rescored it must be by another scorer not familiar with the candidate’s response.	1(g)	A different person, not familiar with either the candidate or the candidate’s APA submission, would perform the rescore.
Video should be expanded to include any type of media.	1 (b), 1 (e), 1 (f), 2 (a)	Model Sponsors would need to specify the type of media that can be used to provide evidence in response to a task.

Staff Recommendation

Staff recommends:

- (1) That the Commission adopt the draft APA Assessment Design and Program Implementation Standards.
- (2) That prospective model sponsors who meet the APA Design Standards be allowed to design and develop additional APA’s beyond the CTC’s model.
- (3) That the question of whether or not to combine the CAPEs and the CPSEL continue to be discussed in the field and be brought back for review and direction at a future Commission meeting.

Next Steps

If the Commission adopts the APA Assessment Design Standards staff will begin the procurement process to select an entity or entities to develop the CTC sponsored APA. Staff will continue to provide updates to the Commission on the work to develop the CTC’s Administrator Performance Assessment.

Appendix A

Draft California Administrator Performance Assessment Design Standards

Revised APA Design Standards with Track changes to show changes based on October - November 2015 meetings.

Assessment Design Standard 1: Assessment Designed for Validity and Fairness

The developer* of an Administrator Performance Assessment (~~contractor~~model sponsor) designs an Administrator Performance Assessment (APA) in which complex assessment tasks and multi-level scoring ~~scales~~rubrics are linked to and assess California's Administrator Performance Expectations (CAPEs) with particular emphasis on school leadership. The assessment ~~contractor~~model sponsor clearly describes the uses for which the assessment has been validated, anticipates its potential misuses, and identifies appropriate uses consistent with the assessment's validation process. The assessment is designed and validated 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. The ~~assessment~~model ~~contractor~~sponsor 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 "~~contractor~~model sponsor" refers to the entity or entities that develop an administrator performance assessment, administer and score the assessment, and are responsible to programs using the assessment and to the Commission. The ~~contractor~~model sponsor may be a state agency, individual institution, a consortium of institutions and/or partners, a private entity, and/or combinations of these. The "~~contractor~~model sponsor" 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 assessment tasks to prompt aspects of candidate performance that measure ~~the~~CAPEs. Each task is substantively related to two or major domains of the CAPEs, with particular emphasis on school leadership. For use in judging candidate-generated responses to each administrative task, the assessment also includes multi-level scoring ~~scales~~rubrics that are clearly related to the CAPE ~~elements~~elements that the task measures. Each task and its associated ~~scales~~rubrics measure two or more CAPE ~~elements~~elements. Collectively, the tasks and ~~scales~~rubrics in the assessment address key aspects of the CAPEs. The contractor of the performance assessment documents the relationships between ~~CAPEs~~CAPE elements, tasks, and ~~scales~~rubrics.

1(b) The Administrator Performance Assessment includes a focus on two key school administrator job roles within the design of the APA tasks and scoring rubrics to assess the candidate's ability to effectively perform the job role of (1) the ~~principal~~administrator as the instructional leader of the school and (2) the ~~principal~~administrator as the school improvement leader.

- 1(c) Consistent with the language of the CAPEs, the contractor-model sponsor defines scoring rubrics so 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. The contractor-model sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use a wide range of administrative practices that are educationally effective and builds scoring protocols to take these variations into account.
- 1(d) APA candidate tasks focus on an administrator's role in promoting and supporting effective teaching and specific learning outcomes for English learners, all underserved education groups or groups that need to be served differently, and students with special needs, 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 or other media evidence of the administrative services candidate's performance during fieldwork. If included in the APA, ~~a~~ the video or other media must be accompanied by a commentary describing the activity and rationale for leadership decisions and actions shown and evidence of the effect of those decisions and actions in relation to selected aspects of the CAPEs.
- 1(f) The APA contractor-model sponsor must develop materials appropriate for use by programs in helping faculty become familiar with the design of the APA, the candidate tasks and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment. The APA contractor-model sponsor must also develop candidate materials to assist candidates in understanding the nature of the assessment, the specific assessment tasks, the scoring rubrics, submission processes and scoring processes, and appeal policies.
- 1(g) The contractor-model sponsor develops scoring scales-rubrics 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 gender, height, speech patterns, volume and/or accents, or any other bias that could be related to appearance or behavior that are not likely to affect the candidate's job effectiveness.
- 1(h) The contractor-model sponsor provides a clear statement acknowledging the intended uses of the administrator performance assessment. The statement demonstrates the contractor's-model sponsor's clear understanding of the implications of the assessment for candidates, preparation programs, the public schools, and TK-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 competence of candidates for a Preliminary Administrative Services Credential in California and as a source of useful information about preparation program quality and effectiveness.

- 1(i) The ~~contractor-model sponsor~~ completes content review and editing procedures to ensure that administrator assessment tasks, rubrics, and directions to candidates are culturally and linguistically ~~sensitive~~free of bias, fair, and appropriate for candidates from diverse backgrounds.
- 1(j) The ~~contractor-model sponsor~~ completes initial and periodic basic psychometric analyses to identify administrator assessment tasks and/or scoring ~~scales-rubrics~~ that show differential effects in relation to candidates' race, ethnicity, language, gender, or disability. When group pass-rate differences are found, the ~~contractor-model sponsor~~ investigates the potential sources of differential performance and ~~seeks-documents steps taken~~ to eliminate construct-irrelevant sources of variance.
- 1(k) In designing assessment administration procedures, the assessment ~~contractor-model sponsor~~ includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities or specific learning needs.
- 1(l) In the course of determining a passing standard, the ~~contractor-model sponsor~~ 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 ~~contractor-model sponsor~~ periodically reviews the reasonableness of the scoring scales and established passing standard, when and as directed by the Commission.
- 1(m) To preserve the validity and fairness of the assessment over time, the ~~contractor-model sponsor~~ may need to develop and field test new administrator assessment tasks and multi-level scoring ~~scales-rubrics~~ to replace or strengthen prior ones. Initially and periodically, the ~~contractor-model sponsor~~ analyzes the assessment tasks and scoring ~~scales-rubrics~~ to ensure that they yield important evidence that represents candidate knowledge and skill related to CAPEs, and serve as a basis for determining entry-level administrator competence to lead California's TK-12 public schools. The ~~contractor-model sponsor~~ documents the basis and results of each analysis, and modifies the tasks and ~~scales-rubrics~~ as needed.
- 1(n) The Commission will own the state-developed APA and reserves all intellectual property rights relative to the APA instrument as well as to any and all that assessment, including but not limited to training, candidate, institution, and other APA-related public materials developed under the contract by the Commission. If a model sponsor seeks Commission approval for a model sponsored assessment, the assessment contractor-model sponsor must make all APA materials assessment materials available to the Commission for review. Any documentation claimed by the model sponsor as upon request, including materials that are proprietary information must be clearly marked and to the contractor; however, materials and processes that are identified as proprietary by the contractor at the beginning of the development process, during and after the development process will remain the property of the contractor. include a brief description supporting the claim of proprietary information. The Commission will maintain the confidentiality of all materials designated as proprietary by according to the contractor state law.

Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

The APA ~~contractor-model sponsor~~ 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 performance to serve as a valid basis to judge the candidate's general administrative competence for a Preliminary Administrative Services Credential. The ~~contractor-model sponsor~~ carefully monitors assessment development to ensure consistency with the stated purpose of the assessment. The Administrator Performance Assessment includes a comprehensive program to train, calibrate, and maintain assessor calibration over time. The ~~contractor-model sponsor~~ periodically evaluates the assessment ~~design-system~~ to ensure equitable treatment of candidates. The assessment ~~design-system~~ and its implementation contribute to local and statewide consistency in the assessment of administrator competence.

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

- 2(a) In relation to the ~~key aspects~~elements of the major domains of the CAPEs, the administrator assessment tasks, rubrics, and the associated directions to candidates are designed to yield enough valid evidence for an overall judgment of each candidate's qualifications for a Preliminary Administrative Services Credential as one part of the requirements for the credential.
- 2(b) Administrator assessment tasks and scoring scales-rubrics are extensively pilot and field tested in practice before being used operationally in the Administrator Performance Assessment. The ~~contractor-model sponsor~~ evaluates the pilot and field test results thoroughly and documents the pilot and field test designs, participation, methods, results and interpretation.
- 2(c) The Administrator Performance Assessment system includes a comprehensive ~~program-process~~ to select and train assessors who score candidate responses to the administrator assessment tasks. The 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-rubrics. The training ~~program-process~~ 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-rubrics associated with the task. The assessment ~~contractor-model sponsor~~ establishes selection criteria for assessors of candidate responses to the APA. The selection criteria must include but are not limited to appropriate administrative expertise in the content areas assessed within the APA. Only assessors who meet the sponsor's established criteria are selected to score APAs, and only assessors who successfully calibrate during the required APA assessor training sequence are used. When-if new administrator tasks and scoring scales are incorporated into the assessment APA, the assessment ~~contractor-sponsor~~ provides additional training to the assessors, as needed.
- 2(d) The ~~contractor-model sponsor~~ plans and implements periodic evaluations of the assessor training ~~program-process~~, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the assessor training as needed.

- 2(e) The ~~contractor-model sponsor~~ provides a consistent scoring process for all programs using the assessment, including programs using a local scoring option provided by the model sponsor. The scoring process conducted by the ~~contractor-model sponsor~~ 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 ~~contractor-model sponsor~~. All approved APAs 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 meet the model sponsor's assessor selection criteria. These local assessors who are trained and calibrated by the ~~contractor model sponsor~~, and whose and their scoring work is facilitated and reviewed by the ~~contractor-model sponsor~~. The ~~contractor-model sponsor~~ provides a detailed plan for establishing and maintaining scorer accuracy at the local and state levels, and inter-rater reliability during pilot and field testing and during operational administration of the assessment.
- 2(f) The ~~contractor-model sponsor~~ must demonstrate that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment APA. The ~~contractor-model sponsor~~ 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 centralized and local scoring, and inform the Commission where inconsistencies in scoring outcomes are identified. If inconsistencies are identified, the sponsor must provide a plan to the CTC for how it will address and resolve the scoring inconsistencies both for the current scoring results and for future scoring of the APA.
- 2(g) The ~~assessment design~~ model sponsor's APA system includes a clear and easy to implement 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. Model sponsors must document that all candidate appeals granted a second scoring are scored by a new assessor unfamiliar with the candidate's response.
- 2(h) ~~The assessment contractor~~ The model sponsor provides results on the APA for individual candidates based on performance relative to the specific scoring rubrics within three weeks following candidate submission of completed APA responses. The ~~contractor-model sponsor~~ must provide results to programs based on both individual and aggregate data relating to candidate performance relative to the rubrics and the CAPEs. The ~~contractor-model sponsor~~ also follows the timelines established with programs using a local scoring option for providing scoring results.
- 2(i) The ~~contractor-model sponsor~~ provides program level aggregate results to the program and the Commission, in a manner, format, and timeframe specified by the Commission, as one means of assessing program quality. Programs have an opportunity to ensure accuracy in the data, and will report any inaccuracies to the model sponsor and the Commission. It is expected that these APA candidate and program results will be used within the Commission's ongoing accreditation system.

Assessment Design Standard 3: APA Assessment ~~Contractor~~ Sponsor Support Responsibilities

The APA ~~contractor~~ model sponsor provides technical support to administrator preparation programs using the assessment to support fidelity of implementation of the assessment as designed. The ~~contractor~~ model sponsor is responsible for conducting and/or moderating scoring for all programs, as applicable, within a centralized scoring approach and/or the local scoring option. The ~~contractor~~ model sponsor has ongoing responsibilities to interact with the programs and 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~~ Sponsor Support Responsibilities

- 3(a) The ~~contractor~~ model sponsor provides ongoing 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 ~~contractor~~ model sponsor to programs using the assessment.
- 3(b) A ~~contractor~~ model sponsor conducting centralized scoring for programs is responsible for providing APA outcomes data at the candidate and program level to the program within three weeks and to the Commission, as specified by the Commission. The ~~contractor~~ model sponsor supervising/moderating local program scoring oversees data collection, data review with programs, and reporting.
- 3(c) The ~~contractor~~ model sponsor 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 responses were received for scoring, the date(s) when the results of the scoring were provided to the preparation programs, the number of candidate appeals, first time passing rates, candidate completion passing rates, and other operational details as specified by the Commission.
- 3(d) The ~~contractor~~ model sponsor is responsible for maintaining the currency of the APA assessment, including making appropriate changes to the assessment tasks and/or to the scoring rubrics and associated program and, candidate, and scoring materials, as directed by the Commission when necessitated by changes in TK-12 standards and/or in teacher or administrator preparation standards or expectations.
- 3(e) The ~~contractor~~ model sponsor must define the retake policies for candidates who fail one or more parts of the assessment-APA 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 by a second assessor and what the resubmitted response must include.

Appendix B

Draft Preliminary Administrator Preparation Program Implementation Standards

With Minor Revisions based on October- November 2015 Feedback

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

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 supporting implementing the APA in accordance with implementation requirements.
- 1(b) If the APA requires a video or other media evidence, the program places candidates only in fieldwork placements where the candidate is able to video-record his/her administration activities. The program assures that each school or district where the candidate is placed has a video or media recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video or media policies for the APA task requiring a video or other media evidence, 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/model sponsor, 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, privacy considerations relating to the use of candidate data, and the prohibition of posting any APA-related assessment materials, including candidate responses, ~~and video~~ or other medias, on the internet and on social media sites.
- 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 other media, 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. [Candidate appeals granted a second scoring are scored by a new assessor unfamiliar with the candidate or candidate response.](#)

**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 models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video [or other media](#) portion of the assessment, if the APA contains a video [or other media](#) requirement

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
- If a video or other types of media ~~is-are~~ part of the APA, telling candidates which ~~video recordings clips~~ (evidence) to select for submission
- Uploading candidate APA responses (written responses, ~~or~~ video, or other media 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 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 ~~Assessment contractor~~ model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option that meets selection criteria established by the Commission. 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.