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## Action

### *Educator Preparation Committee*

#### **Update on the Alignment of the CAPEs and CPSEL and Proposed Adoption and Approval of Administrator Performance Assessment Design and Program Implementation Standards**

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### **AGENDA INSERT**

**Executive Summary:** This item presents an update on the alignment of California Administrator Performance Expectations (CAPEs) with the California Professional Standards for Education Leaders (CPSEL), and the development of standards to guide the design and implementation of an Administrator Performance Assessment (APA). This item recommends that the Commission approve the reorganization of the CAPEs; adopt the draft APA Design Standards and allow program sponsors to design and develop alternative APAs for Commission approval; and approve the APA Implementation Standards for use during the development, piloting, and field testing of the APA.

**Policy Question:** Does the proposed realignment of CAPEs with CPSEL improve the clarity and coherence of the Commission's standards for administrator preparation? Are the proposed draft standards consistent with the Commission's policies for California performance assessments?

**Recommended Action:**

- (1) That the Commission a) approve the reorganization of the CAPEs as proposed, b) direct staff to meet with stakeholders to review the full set of proposed edits to the CAPEs, and c) return with revised CAPEs for consideration and adoption at a future meeting.
- (2) That the Commission adopt the draft APA Assessment Design Standards.
- (3) That the Commission allow program sponsors to design and develop alternative APAs and submit them for review and Commission approval under the APA Design Standards.
- (4) That the Commission approve the APA Implementation Standards for use during the development, piloting, and field testing of the APA.

**Presenters:** Amy Reising, Director of Performance Assessments 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 the Alignment of the CAPEs and CPSEL and Proposed Adoption and Approval of Administrator Performance Assessment Design and Program Implementation Standards

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### Assessment Design Standard 1: Assessment Designed for Validity and Fairness

The developer of an Administrator Performance Assessment (model sponsor), consistent with Commission practice and the provisions of Education Code section 44288, will appoint a design team consisting of recognized experts in the field of education administration, including public school administrators, teachers, college and university faculty and other stakeholders, to advise in the selection, development, administration, and interpretation of the assessment. The APA shall contain complex assessment tasks and multi-level scoring rubrics are linked to and assess California's Administrator Performance Expectations (CAPEs) with particular emphasis on school leadership. The assessment 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 model sponsor maximizes the fairness of the assessment design for all groups of candidates in the program. A passing standard is recommended to the Commission 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 "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 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 "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.*