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# 2F

## Action

### *Educator Preparation Committee*

#### **Update on the Development of Administrator Performance Assessment Design and Implementation Standards and Plans to Develop an Administrator Performance Assessment**

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**Executive Summary:** This agenda item provides an update on Design and Implementation Standards for the Administrator Performance Assessment (APA) and the plan to develop an Administrator Performance Assessment.

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

**Recommended Action:** That the Commission adopt the proposed APA Assessment Design Standards and review and endorse the draft APA Implementation Standards in Appendix A.

**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.

October 2015

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## Update on the Development of Administrator Performance Assessment Design and Implementation Standards and Plans to Develop an Administrator Performance Assessment

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### Introduction

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 as well as revisions to the CalTPA, as discussed in another agenda item.

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 Administrator Performance Assessment Design Standards and related APA Program Implementation Standards for Commission consideration. A draft of these standards was 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.

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, and their adoption will allow staff to select an entity or entities to work with the Commission to develop a model APA for California. Assessment Implementation Standards speak to the responsibility of program sponsors for embedding performance assessments into their programs. A draft set of APA Implementation Standards based on and modeled after the adopted TPA Implementation Standards is included in this item, but not recommended for adoption at this time. Staff is recommending that the draft be reviewed and endorsed by the Commission during this meeting and revised during the development process as we learn more about the implications of implementing a new type of assessment in administrator preparation programs.

This agenda item summarizes and addresses feedback received thus far from the field regarding the development of an APA and the proposed standards. The item presents the APA Design Standards for Commission consideration and possible adoption, provides an update on plans to develop an APA, and includes draft program implementation standards that will be brought back

at a future meeting for consideration and possible adoption (Appendix A). The Commission-adopted California Administrator Performance Expectations (CAPEs), which will serve as a foundation for the APA, are included in Appendix B, and links to prior APA related agenda items are included in Appendix C.

### **APA Assessment Design Standards**

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>.

Commission staff members have been in conversation with stakeholders in recent months, primarily through a series of “think-tank” discussions that the Professional Services Division is holding 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 are surfacing 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. Some program faculty have expressed an interest in embedding an APA in their programs, administering, and scoring the assessment locally. Others are asking about the formative and summative goals of a new assessment in preparation and licensing. A few are asking whether programs will have the opportunity to develop their own local assessments to meet this new requirement. The most often recurring questions include:

1. *Will APA data be used for formative as well as summative purposes?*

As called for by the Commission at its September 2013 meeting, the APA is intended to serve as a requirement for earning an administrative credential, and is therefore summative. Data from performance assessments are intended to be used to inform the accreditation process for institutions and programs, which is also a summative purpose. Pursuant to proposed Design Standard 2H, the APA is intended to provide diagnostic feedback to candidates and programs to support ongoing development and continuous improvement, which are its intended formative uses.

2. *Is the APA best placed at the end of preliminary preparation or at the end of administrator induction leading to the clear credential?*

Performance assessment has been deemed by the Commission and the Legislature to be best placed at the end of preliminary preparation as a warrant that a candidate is ready to begin practice.

3. *Who will bear the expenses for APA?*

The 2015 State Budget provides funding to develop the state model APA. Ongoing costs for implementation will be based on candidate fees.

4. *Who will be administering and scoring the APA?*

The proposed APA Design Standards call for an assessment contractor to provide centralized administration and scoring for the APA and to support programs in the implementation of local scoring. Local scoring implementation would mean that only faculty and other qualified individuals working with and chosen by the program would score the APA responses from a given institution's candidates. The training process would still be facilitated and the scoring process overseen by the contractor (Design Standard 2C)

5. *How will calibration take place?*

The proposed APA Design standards call for an assessment contractor to develop a comprehensive training and calibration process (Design Standard 2C)

6. *How will we know we are preparing our candidates well for the APA?*

The proposed Design Standards require the assessment contractor to develop a reporting system that informs programs about the performance of their candidates at the individual and cohort level (Design Standard 2I).

7. *Can institutions develop their own APA or must all programs use the same assessment?*

When it adopted policy to require an APA for the preliminary credential, the Commission expressed an interest in moving forward with a single assessment for all programs. The advantage of having a single assessment lies in the availability of consistent data about all candidates and programs. On the other hand, opening the door to entities or programs that have the wherewithal to develop an APA that meets the Commission standards could help to advance the field of administrator performance assessment over time. The Commission may want to re-evaluate its stance with regard to this issue, once the Commission's model APA has been developed.

8. *What is the relationship between the CAPEs and the CPSEL?*

The CAPEs were developed as a sub-set of the CPSEL with a comprehensive focus on the pre-service performance expectations of beginning administrators. Programs have used the CAPEs and the rest of the standards for preliminary programs to overhaul preparation to align with these standards. That process was completed in July 2015. During the 2014-15 year, Descriptions of Practice (DOPs) were developed in partnership with WestEd and the California Department of Education based on the CPSEL. The DOPs serve as a primary tool for the training of coaches who serve in new administrator induction programs. Mirroring the strategy of embedding TPEs into the CSTP, thereby producing one standards document for teacher preparation (as presented in EPC 2E on this agenda), the CAPEs could be reviewed and potentially revised into one coherent document with the CPSEL, tightening the relationship between preservice performance expectations and new leader development during induction.

9. *Will all of the CAPEs be assessed on the APA?*

The Commission made a policy decision that the California Preliminary Administrative Credential Examination (CPACE), the assessment used by individuals seeking to test out of preparation and earn a preliminary administrative credential, would focus on two key job roles of the principal: Instructional Leadership and School Improvement Leadership (Design Standard 1B). These two job roles draw on knowledge, skills, and abilities represented within all of the domains of the CAPEs, as appropriate to the particular administrative tasks being assessed.

### **Staff Recommendation**

Staff recommends that the Commission adopt the draft APA Assessment Design Standards. Staff also recommends that the Commission review the draft APA Implementation Standards in Appendix A, suggest revisions as appropriate, endorse these standards in concept, and direct staff to work with the field on revisions as the APA is developed and piloted.

### **Next Steps**

If the Commission adopts the APA Assessment Design Standards staff will begin the process of selecting an entity or entities to develop the APA. Staff will continue to provide updates to the Commission on the work to develop the Administrator Performance Assessment, and will present the APA Implementation Standards at a future meeting for consideration and possible adoption.

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## **Draft California Administrator Performance Assessment Design Standards**

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

The developer\* of an Administrator Performance Assessment (assessment contractor) designs an Administrator Performance Assessment (APA) in which complex 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, 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 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 an 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 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 Administrator Performance Assessment includes 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 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 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 assessment contractor 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 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 of the administrative services candidate's performance during fieldwork. If included in the APA, a video 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 assessment contractor 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 assessment contractor 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.

- 1(g) 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(h) 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 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 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.
- 1(j) 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(k) 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(l) 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(m) 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(n) The Commission will own the APA and reserves all intellectual property rights relative to the APA instrument as well as to any and all training, candidate, institution, and other APA-related public materials developed under the contract. The assessment contractor must make all APA materials available to the Commission upon request, including materials that are proprietary to the assessment 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. 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 Administrator Performance 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 performance to serve as a valid basis to judge the candidate's general administrative competence for a Preliminary Administrative Services Credential. The assessment contractor 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 assessment contractor periodically evaluates the 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.

### **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 qualifications for a Preliminary Administrative Services 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. 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. 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. Only assessors who meet the established criteria are selected to score APAs, and only assessors who successfully calibrate during the required APA assessor training sequence are used. 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) 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 assessor 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 contractor provides a detailed plan for establishing and maintaining scorer accuracy and inter-rater reliability during field testing and operational administration of the assessment.
- 2(f) The assessment contractor 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. 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 centralized and local scoring, and inform the Commission where inconsistencies in scoring outcomes are identified.
- 2(g) The 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(h) The assessment contractor 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 assessment contractor must provide results to programs based on both individual and aggregate data relating to candidate performance relative to the rubrics and the CAPEs. The assessment contractor also follows the timelines established with programs using a local scoring option for providing scoring results.

- 2(i) 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 to support 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 centralized scoring 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.
- 3(b) An assessment contractor conducting centralized scoring for programs is responsible for providing APA outcomes data at the candidate and program level to the program and 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.

## **Appendix A**

### **Draft Preliminary Administrator Preparation Program APA Implementation Standards**

#### **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, 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, privacy considerations relating to the use of candidate data, and the prohibition of posting any APA-related assessment materials, including candidate responses and videos, 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 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 models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment, if the APA contains a video 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 is part of the APA, 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 Assessment contractor 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.

**Appendix B**  
**California Administrator Performance Expectations**  
**Adopted April 2013**

**Category A: Visionary Leadership**

**CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals**

The principal is able to facilitate the development of a vision of teaching and learning specific to the school and its political, social, economic, and cultural context that is consistent with the local education agency's vision and goals. The vision is student-centered and based in data from multiple sources. The principal facilitates the development of a mission statement to help guide the school community towards implementation of the vision. School program, plans and activities are integrated, articulated through the grades, and consistent with the vision.

**CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community**

The principal works collaboratively with all members of the school community to develop a shared commitment to the achievement of the school's vision. The principal understands the nature of school governance in California, including the roles, responsibilities and relationships of the individual and organizational entities within the California educational system. The principal communicates effectively with various audiences and for various educational purposes, including consensus building and decision making, to help promote a shared sense of responsibility for the school mission and vision.

**CAPE 3: Leading by Example to Promote Implementation of the Vision**

The principal examines and responds to equity issues related to race, diversity, and access in order to help the school achieve the mission and vision. The principal identifies potential barriers to accomplishing the vision and effective ways to work with others to address and overcome barriers. The principal holds him/herself and others accountable for exhibiting personal and professional ethics, integrity, justice, and fairness.

**CAPE 4: Sharing Leadership with Others in the School Community**

The principal build trust and provides opportunities for shared and distributed leadership among all members of the school community, and promotes opportunities for all members of the school community to engage in shared decision making and problem solving in support of the school's vision and student learning.

**Category B: Instructional Leadership**

**CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction**

The principal is knowledgeable about all of the K-12 student academic content standards and the appropriate pedagogical skills for teaching the content of the standards to K-12 students. As the instructional leader of the school, the principal promotes the use of the state-adopted K-12 standards as the primary basis for classroom instruction and for student assessments. The principal helps teachers, students, parents, and community members understand the K-12 standards and their relationship to accomplishing the school's vision and goals. The principal understands and can articulate principles of effective instruction and appropriate student assessment processes. The principal is also knowledgeable about the state's student assessment program and can explain the assessment program and its intended outcomes to staff, students, parents and the community. The principal identifies and takes action to mitigate potential and actual barriers to student learning.

**CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth**

The principal uses his/her knowledge of the K-12 student academic content standards and appropriate instructional practices to observe and evaluate classroom planning and instruction in accordance with LEA policy and practices. As part of the evaluation process, the principal analyzes evidence of teacher effectiveness based on student work and student learning outcomes. The principal communicates evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices. The principal models self-reflection and use of evidence to help teachers develop these skills and practices as part of their daily planning, instruction, and assessment activities with students. The principal uses his/her knowledge of available instructional resources and technologies to help provide support for improvements in teaching and learning based on teacher and student needs. The principal is knowledgeable about valid student assessment processes and the development and use of appropriate classroom assessment measures within a multiple measures, data-driven decision making process.

**CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors**

The principal understands the demographics of the school community, including socioeconomic context, students and family characteristics, cultural and linguistic diversity, and political issues and uses this knowledge to help improve teaching and learning. The principal is knowledgeable about appropriate instructional practices to meet the needs of a wide variety of learners, including but not limited to English learner students, students with special needs, and others. The principal helps teachers and staff access community resources, including parents and other community members, to promote learning about students and families, and to promote culturally and linguistically inclusive instructional practices. The principal helps teachers, staff, and others understand the political factors within the community that may affect the school's instructional program, and is proactive in providing information about the schools, its needs and accomplishments, within the larger political environment. The principal understands how classroom structures, school and class scheduling, and grouping practices affect student learning.

### **CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals**

The principal communicates the school's improvement goals to students, teachers, parents, and the community and engages in ongoing dialogue with all members of the school community about progress towards meeting the goals. The principal identifies, collects, analyzes, and uses multiple sources of data to provide information for decision making in a variety of contexts, including but not limited to student achievement, teacher professional learning, the school climate, and the school's progress in achieving its goals. The principal organizes data relating to achieving schoolwide goals and outcomes in a manner understandable to students, teachers, parents and the community, and analyzes the data to indicate the degree of progress being made towards the school's goals. The principal presents and discusses these data, including but not limited to standardized achievement data, classroom and other local assessments, with all members of the school community. The principal helps all members of the school community articulate revised school improvement goals based on continuous data analysis and reporting.

### **Category C: School Improvement Leadership**

### **CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan**

The principal understands and implements strategies to institute, manage, and evaluate a school change process, including facilitating the development of a data-based school growth plan. The principal involves, encourages and supports multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff and community goals for continuous improvement, and collaboratively design the school growth plan consistent with the school's vision and goals. The principal uses technology effectively to help support and manage the school growth and improvement processes.

### **CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement**

The principal is knowledgeable about theories and strategies as well as best practices related to school improvement and the management of change to accomplish the school growth plan. The principal determines an appropriate evaluation process to document progress towards achieving the school growth plan and is able to work collaboratively with others to identify and make needed changes based on multiple sources of data, including student outcomes.

### **CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan**

The principal is knowledgeable about a wide range of resources to help implement the school growth plan, including but not limited to human, fiscal, and material resources. The principal identifies and seeks additional resources as needed from a variety of sources both within and outside of the local community to support the implementation of the school growth plan.



**CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes**

The principal uses strategies for continuous progress monitoring of the school's growth plan and outcomes, and collaboratively engages others in the school community in using those data for updating the school growth plan as needed. The principal engages all members of the school community on an ongoing basis in reflecting about student outcomes.

**Category D: Professional Learning and Growth Leadership**

**CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth**

The principal models his/her own self-improvement and professional learning and growth activities, and demonstrates monitoring of improvement in his/her own performance over time. The principal uses multiple sources of data to help inform his/her own job-related professional growth plan. The principal understands how to support, motivate, and provide recognition to staff at various stages in their professional careers.

**CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities**

The principal is knowledgeable about adult learning principles and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional growth activities for teachers. Professional growth activities are focused on authentic situations and problems and on improving student learning outcomes consistent with the school growth plan. The principal is knowledgeable about induction programs and support systems for beginning teachers, and about individualized teacher support processes such as mentoring and coaching. The principal uses data effectively to collaboratively design differentiated professional development to meet the needs of individual teachers as well as overall school improvement goals.

**CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program**

The principal involves all members of the school community in identifying and providing targeted professional and personal growth activities to support student achievement as well as increase adults' knowledge and skills. The principal is knowledgeable about and actively seeks resources for accessing and providing a variety of professional and personal growth opportunities for all members of the school community.

**Category E: Organizational and Systems Leadership**

**CAPE 16: Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning**

The principal understands how to apply systems thinking to set priorities and manage organizational complexity. The principal applies research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes and systems that

promote a culture of collaboration and respect, and that maintain a focus on continuous improvement and enhanced achievement for all student groups. The principal understands how to use technology effectively to facilitate communication, manage information, enhance collaboration, and support effective management of the organization. The principal has the skills and strategies to coordinate and align human resources within the school context, including making appropriate staffing and teacher placement decisions to support organizational goals and promote equitable learning opportunities for all student groups. The principal understands strategies for allocating and using space to meet instructional needs and accommodate a variety of learning programs as well as co-curricular programs. The principal understands the effect of class scheduling on student achievement and on equitable access to learning opportunities for all students, including English learners and students with special needs.

**CAPE 17: Developing, Implementing, and Monitoring the School’s Budget**

The principal understands school finance in California, including relevant laws and regulations. The principal works collaboratively with others in the school community to develop, implement and monitor the school’s budget and expenditures, and reports accurate and timely fiscal information to the LEA and the school community. The principal prioritizes the use of school resources, including the budget, to support the school’s vision, goals, and growth plan. The principal understands financial recordkeeping and accounting processes, and the use of current technologies for financial management and business procedures.

**CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations**

The principal understands and implements federal, state, and local laws, regulations and guidelines relating to public schools and the educational process. The principal understands constitutional and related legal rights and protections for students and staff and the administrator’s role in monitoring and ensuring compliance with these rights and protections. The principal understands legal issues and responsibilities related to evolving technologies and the use of technology within the instructional system. The principal implements legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff. Where applicable, the principal establishes legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff. The principal understands processes of labor relations and collective bargaining in California, and contract implementation and management in the local setting. The principal ensures that school practices and procedures meet legal maintenance, health and safety requirements, including ensuring student and staff safety, building security, crisis planning, and emergency management. Where applicable, the principal understands and implements legal requirements relating to procedures and practices for managing auxiliary services such as food service and student transportation. The principal understands strategies for responding effectively to unpredictable circumstances or unintended consequences of decisions and/or school events.

## **Category F: Community Leadership**

### **CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public**

The principal serves as the spokesperson for the school, its accomplishments and its needs, and advocates for the school within the school community as well as to the external community and the public. The principal demonstrates public speaking, presentation, diplomacy, writing and advocacy skills necessary to represent and promote the school, its accomplishments and its needs to a wide variety of audiences and contexts

### **CAPE 20: Involving the Community in Helping Achieve the School's Vision and Goals**

The principal understands the multiple connections between the school, families and the community. The principal encourages the involvement of the entire school community in working towards achieving the school's mission, vision and goals. The principal understands and addresses the diverse expectations, needs, aspirations, and goals of family and community groups and uses this knowledge as a basis for planning and decision making. The principal understands and uses communication strategies effectively to reach out to the broader community, including families, agencies, and community organizations, to promote educational and organizational improvement. The principal demonstrates skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the educational community.

## **Appendix C**

### **Selected Prior Agenda Items Pertaining to the APA and to CAPEs**

April 2015

**Update on the Work to Strengthen and Streamline the Commission's Accreditation System**

<http://www.ctc.ca.gov/commission/agendas/2015-04/2015-04-4B.pdf>

April 2015

**Update on Work Relating to Administrator Preparation**

<http://www.ctc.ca.gov/commission/agendas/2015-04/2015-04-4C.pdf>

December 2014

**Update on Administrator Performance Assessment Development**

<http://www.ctc.ca.gov/commission/agendas/2014-12/2014-12-3B.pdf>

December 2013

**Update on Assessments for Preliminary Administrative Services Credential Candidates**

<http://www.ctc.ca.gov/commission/agendas/2013-09/2013-09-4E.pdf>

April 2013

**Proposed Adoption and Implementation of the *California Administrator Performance Expectations (CAPEs)* and the California Administrator Content Expectations**

<http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3A.pdf>

April 2013

**Draft Standards for Administrative Services Credential Preparation Candidates**

<http://www.ctc.ca.gov/commission/agendas/2013-04/2013-04-3B.pdf>

August 2013

**Proposed Adoption of Standards and Preconditions for Preliminary Administrative Services Credential Preparation Programs**

<http://www.ctc.ca.gov/commission/agendas/2013-08/2013-08-3C.pdf>