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Information/Action

Educator Preparation Committee

Update on the Development of the California Administrator Performance Assessment (CalAPA) and Pilot Study and Request for a Non-consequential Administration Year (2018-19)

Executive Summary: This agenda item presents an update on the efforts to develop the California Administrator Performance Assessment (CalAPA). This item also asks the Commission to consider making 2018-19 a non-consequential year of administration of the CalAPA so that Administrative Services Credential Preparation Programs and candidates have sufficient time to prepare for the APA.

Recommended Action: Allow a non-consequential year of administration of the CalAPA in 2018-19.

Presenter: Amy Reising, Director of Performance Assessment Development

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.

June 2017

Update on the Development of the California Administrator Performance Assessment (CalAPA) and Pilot Study and Request for a Non-consequential Administration Year (2018-19)

Introduction

This agenda item presents an update on efforts to develop an Administrator Performance Assessment (APA) based on the Administrator Performance [Assessment Design Standards](#) adopted at the Commission's February 2016 meeting and the revised [California Administrator Performance Expectations](#) (CAPEs) adopted at the June 2016 meeting. Approval of the CAPEs at the June 2016 meeting allowed the Commission staff, an appointed Administrator Performance Assessment Design Team (Appendix A), and the Commission's technical contractor, Evaluation Systems group of Pearson (ES), to initiate the design and development of the Commission's model APA, which is called the California Administrator Performance Assessment (CalAPA).

This item also discusses the benefits of allowing for a non-consequential year of administration and scoring of the CalAPA in 2018-19. Following the completion of the field test, final revisions will be made to the CalAPA cycles, rubrics, and program and candidate support materials. Programs will then begin administering the CalAPA to all enrolled preliminary administrator candidates in 2018-19. With the addition of a non-consequential year, candidates would submit responses, ES would manage the scoring of candidate submissions, final scores would be returned to programs and candidates, but not used to make a recommendation for the preliminary credential. Passing the CalAPA would then be required of all candidates beginning in 2019-20 for the Preliminary Administrative Services Credential.

Background

At its [April 2016 meeting](#), the Commission approved the award of a contract to Evaluation Systems group of Pearson (ES) and directed staff to develop a scope of work to design and develop a model APA. ES was appointed as a technical contractor to support Commission staff and an appointed Design Team of California educators (Appendix A), to develop the CalAPA.

Appendix B provides a graphic showing how the CalAPA Design Team is interacting with other technical advisors necessary to inform the Commission, Commission staff, and the Commission's technical contractor, ES regarding the development of the CalAPA. Currently Commission staff and ES are recruiting programs to participate in a field test of the draft CalAPA assessment system. The field test will be conducted between October 2017 and May 2018.

The California Administrator Performance Expectations (CAPEs) outline the skills and abilities one should have as a beginning education administrator and serve as the measurement of a preliminary ASC candidate. They are foundational to and organized around the six California Professional Standards for Education Leaders (CPSEL), which are used to assess/evaluate education administrators in the clear ASC program and throughout their administrative career. In spring 2016, ES initially conducted and completed, a validity study of the revised California

Administrator Performance Expectations (CAPEs). Based on the findings of the validity study, at the June 2016 meeting, the Commission adopted revised [Performance Expectations](#) and directed staff to commence with the design and development of the CalAPA.

Design Team Meetings

The fifteen member CalAPA Design Team (DT) represents the full range of administrator preparation programs, administrator induction programs, and the geographic regions of California. To date, the DT has engaged in nine meetings during which various models, approaches and research regarding the measurement of leadership performance were reviewed. The initial design of the CalAPA was completed by late fall 2016 and piloted in early 2017. The DT reviewed the findings from the pilot and identified areas where the system needed adjustment. The DT will meet approximately every other month through June 2018, the end of the performance assessment development period.

Commission Bias Review Committee Meeting

The role of the Bias Review Committee is specifically to identify potential bias issues in the Commission's licensing examinations and assessments. The CalAPA tasks, rubrics, and materials drafted for the pilot study were reviewed by the Commission's Bias Review Committee in October 2016. In July 2017, the revised CalAPA tasks, rubrics, and support materials will be reviewed once again prior to the field test. The role of the Bias Review Committee is specifically to identify potential bias issues. Commission and ES staff will review the committee findings and recommendations, including bias-related and content-related comments, and address all noted issues of potential bias by revising the leadership cycles, rubrics, and materials as appropriate.

Structure and Key Features of the CalAPA

The CalAPA has a task-based structure and will be completed at three different times during a candidate's preliminary program. Each task focuses on the roles and responsibilities of today's education leader, using an *investigate, plan, act, and reflect leadership* sequence. Completion of each task requires that the candidate either be in a school site placement or have access to a school site where they can complete the work necessary for the CalAPA. Each leadership cycle requires the candidate to engage in the *investigate, plan, act, and reflect* leadership sequence.

This structure supports an educative quality of the CalAPA, allowing candidates to complete a cycle of leadership, submit it for scoring, and receive assessment results including a pass or no pass score with analytic feedback about specific Performance Expectations. Programs can support candidates in improving their leadership practice based on their assessment results for their first leadership cycle, and again after their second leadership cycle.

Key Features of the CalAPA:

- Three leadership cycles focused on school site level work following the *Investigate, Plan, Act, Reflect* sequence.
- Each of the three Leadership cycles must be passed independently of the other cycles
- Emphasis on multiple modalities for evidence across the three Leadership cycles allowing candidates to submit annotated video, plans for implementation of academic priorities, observation of teaching practice and feedback, written narrative responses and reflections about practice

- Required video is directed, specific, and annotated
- Choice is offered in each cycle regarding how to present evidence or reflect on practice (written response, written annotations, video with annotation, graphics)
- Candidate reflection on practice is required in each of the three Leadership cycles
- Analytic rubrics (CAPE specific) and reports to candidates and programs, report should be detailed enough to guide a candidate’s learning plan in their clear induction program and direct program development
- APA score results will be used in accreditation processes as an outcome measure
- Aggregated APA results will be posted on the Commission’s dashboard

The three leadership cycles are expected to be completed in order, but the cycles are not dependent on each other. Leadership cycle 1 could lead to the data analysis plan developed and administered in cycle 2 if the candidate is in the same school placement with the same faculty. Cycle 3 focuses on coaching and observation feedback to support an individual teacher. The teacher could be a teacher that participated in the group work conducted in cycle 1 or cycle 2. The three cycles will focus on the following critical aspects of leadership:

- ***Cycle 1: Facilitating Professional Learning***

The focus of Leadership Cycle 1 is facilitating collaborative learning among a small team of teachers to improve student learning. Preliminary administrators work with a small group of teachers to engage as a team in structured learning activities. The goal of the team’s activities is to improve student learning by improving practice in a priority area for their school and students.

- ***Cycle 2: Planning School Improvement***

The focus of Leadership Cycle 2 is conducting data-based investigations, and planning and facilitating collaborative data inquires that support school improvement. Preliminary administrators:

- collect and analyze multiple sources of data;
- engage staff and other stakeholders in a collaborative data inquiry focusing on program and/or instructional strengths and needs related to student learning; and
- develop a plan for improving student learning in a priority area informed by a vision for student-centered teaching and learning.

- ***Cycle 3: Supporting Teacher Growth***

The focus of Leadership Cycle 3 is on coaching an individual teacher through a collaborative examination of the teacher’s practice to promote student learning. Preliminary administrators become familiar with observation processes at their school; identify a teacher they will coach; and conduct one coaching cycle that includes a focused observation, pre-observation, and post-observation conferences. Cycles of Leadership can build on one another or each cycle area of focus can be unique due to a change in field placement or needs of the school, faculty, or students.

CalAPA Pilot Study Design

The CalAPA pilot study began in January of 2017 and ran through May of 2017. CalAPA pilot evidence was submitted online to ES for preliminary review to assist with the identification of marker evidence, inform the scoring process and assessor training, and to assist with determining revisions to tasks and rubrics of each cycle in preparation for the field test to be held October 2017 to May 2018. All evidence submitted is confidential. Participating programs gained valuable information about how to design courses and support candidates to prepare for the newly adopted Performance Expectations and the newly developed CalAPA. The target number of participants for the pilot was 150 across all types of preliminary administrator preparation programs for scoring purposes. Ultimately, 25 preliminary programs participated and 322 candidates submitted responses to one or more of the three Leadership cycles as indicated below:

Leadership cycle	# of Programs	# of Candidates submissions
Cycle 1: Facilitating Professional Learning	10	95
Cycle 2: Planning School Improvement	13	118
Cycle 3: Supporting Teacher Growth	11	125

At the conclusion of the pilot study, ES collected surveys from candidates and program coordinators. In addition, three focus group sessions were held online with candidates about the three cycles. Calibrated California administrators that met the assessor criteria (Appendix C provides CalAPA assessor criteria) scored candidate submissions from April 13-20, 2017. At the end of each two-day assessor training and scoring session, assessors debriefed with CTC and ES staff and completed surveys. ES staff analyzed the quantitative and qualitative data. Summaries of survey findings are provided in Appendix D. Aggregate scores for each cycle were sent to programs in May 2017.

CalAPA Assessor Recruitment, Training, and Scoring

ES recruited assessors for the pilot test scoring process from colleges and universities, preparation programs and active practitioners beginning in the fall 2016 for the pilot test scoring process in the fall of 2017. The table below shows the number of lead assessors and assessors per leadership cycle.

Leadership Cycle	Lead Assessors	Assessors	Submissions Scored
Cycle 1:Facilitating Professional Learning	2	15	39
Cycle 2:Planning School Improvement	2	10	75
Cycle 3:Supporting Teacher Growth	1	15	38

Assessors were provided “marker papers” that displayed differing levels of quality responses from across the five score levels. Once they demonstrated calibration through reviewing marker papers and discussion, assessors moved into pairs or triads for scoring the candidate submissions. Scoring was conducted online and as score judgements were consensually reached, data was entered into the computer system to track the candidate’s scores. Holistic rubrics were used for each step of the *Investigate, Plan, Act and Reflect* sequence, with bulleted lists of tasks

and evidence, representing constructs of the Performance Expectations. Submissions were scored by the assessors and the full range of performance scores were seen.

These scored performances will further direct revisions to the rubrics and to the leadership cycles. Assessors completed a survey at the end of the scoring process and participated in an oral debrief with Commission and ES staff. A general finding emerged that the holistic rubrics developed for each step of the three leadership cycle were too general and that specific, detailed language should be added to the rubrics. This finding led the Design Team, Commission staff, and ES staff to move to designing task specific, analytic rubrics for the field test providing specific feedback to candidates, programs and the Commission about candidate performance.

General Findings of Pilot Study

The pilot test included broad program representation that produced a sufficient number of complete candidate responses and assessor participation to gather data on all parts of the assessment. Pilot test findings were drawn from the performance data (scoring data), surveys completed by candidates, program coordinators, and assessors (including lead assessors), assessor debrief sessions, and candidate and program coordinator online focus groups. All three cycles yielded results from candidates, programs, and assessors that positively supported the assessment. Programs and candidates expressed the need for additional guidance in supporting candidates to complete the cycles, and provided some concrete feedback on how to do that. Assessors were particularly helpful in making recommendations to sharpen the cycle and rubric language to more closely focus on the Performance Expectations being measured. The following bullets outline general findings from the pilot data:

- All three cycles yielded results from candidates, programs, and assessors that positively supported the assessment.
- Broad program representation provided sufficiently complete candidate submissions and assessor participation to score submissions.
- Programs and candidates expressed a need for additional guidance in supporting candidates to complete the cycles. (e.g., facilitation, root cause analysis, coaching).
- Candidates and coordinators indicated that they felt that they were well informed and supported throughout the pilot process while some Pilot Coordinators indicated that they would welcome more support that assists candidates prepare and submit their videos.
- Assessors reported that they understood their training, that it had prepared them for their role, and that they were confident in the scores they assigned to candidates' submissions.

Survey data was collected from candidates, program coordinators, and assessors based on their pilot participation in the following ways:

- Clarity and Ease of Use;
- Opportunity to Demonstrate Knowledge, Skills, and Abilities (KSA) & Impact of Field Placement; and
- Fairness and Authenticity.

In addition to survey responses, assessors provided valuable input in their debrief sessions with Commission and ES staff at the conclusion of each scoring session. Candidate focus groups were held online for each cycle, giving candidates the opportunity to talk directly to Commission and ES

staff about their insights and ask questions based on their first hand experiences. Findings were shared with the CalAPA Design Team at their May 9-10, 2017 meeting. The Design Team made recommendations to Commission and ES staff for revisions to the three cycles. A rubric revision workshop on June 8-9 will yield new rubrics that will be used in the field test. A more detailed summary of findings from the pilot appear in Appendix D.

Part II: Non-consequential Administration and Scoring of the CalAPA in 2018-19

The development and implementation of an Administrator Performance Assessment will likely have a significant impact on program design. Programs have requested more time to prepare for the embedded leadership cycles of the CalAPA. Three areas of challenge have been identified for preliminary administrator programs. The first is how to identify and provide sustainable field placements for candidates. To complete the three leadership cycles, candidates need to have access to willing educators at their school or district and be able to coach an individual or volunteer teacher. In addition, they need to have access to data and plans for the school or district. The second challenge is how to support various candidates such as current teachers and those in positions outside of the classroom. Both of these types of candidates reported different experiences with handling the leadership cycles on the CalAPA due to their current employment. Third, programs have raised concerns about the amount of time needed to prepare faculty, candidates coursework and fieldwork to complete three new leadership cycles during the preliminary administrator program.

For these reasons, administrator preparation programs are requesting an additional year to prepare prior to full implementation of the CalAPA. They will use this additional time to:

- Revise curriculum and catalogs;
- Review recruitment and enrollment policies;
- Prepare faculty on what to expect from the CalAPA and Performance Expectations;
- Determine how to best support candidates as they prepare for and engage in the three cycles;
- Determine how to manage the three cycles of the CalAPA as it relates to fieldwork; and
- Revise MOUs with districts and site-based leaders.

Staff is proposing that the Commission set 2019-20 as the implementation date for the CalAPA, allowing programs an additional year for full administration of the CalAPA with all candidates in all programs, without the scores counting for licensure. Programs will receive both aggregate and individual data for candidates and will be able to use this information to further address and prepare for the following year when passing the CalAPA would be required for all preliminary administrator candidates.

If the Commission is supportive of the concept of an additional year for preparation to implement the CalAPA, staff will work with the administration on a strategy for covering the costs of a non-consequential year. Neither candidates nor programs would be required to pay for the assessment and scoring during the non-consequential year as passing scores would not be required for a credential. If the Commission is not supportive of an additional year to allow programs to learn how to embed and practice full implementation, then the CalAPA will be fully implemented and required starting with cohorts enrolled as of July 1, 2018.

Staff Recommendation

Staff recommends that the Commission approve a non-consequential year for the CalAPA in 2018-19.

Next Steps

Based on the data findings and recommendations from the Design Team, Commission and ES staff will revise CalAPA cycles, rubrics, and support guidebooks. Next steps for development include:

- CalAPA Field test recruitment: Spring-Fall 2017
- Revising CalAPA cycles, Rubrics, Support Materials: June-August 2017
- Field Test Begins: October 2017
- CalAPA Online Platform Ready: December 2017

A two-day workshop is planned for June 21-22, 2017 at the Madera County Office of Education for teams comprised of both administrator preparation program faculty and district partners to provide faculty with an opportunity to engage in deep program planning as they prepare to implement the CalAPA and adopted Performance Expectations. Technical assistance workshops, where best practices can be shared and discussed will be held throughout the 2017-18 year and will be partly funded by a grant from the Wallace Foundation in collaboration with San Diego State University.

Staff will continue to bring future updates to the Commission as milestones are reached.

Appendix A

California Teaching Performance Assessment (CalAPA) Design Team

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Rebecca Cheung, University of California, Berkeley

Kathy Condren, Madera County Office of Education

Janice Cook, University of San Diego

Katrine Czajkowski, Sweetwater Union High School District

Ardella Dailey, California State University, East Bay

Alan Enomoto, Brandman University

Deborah Erickson, Point Loma Nazarene University

Ursula Estrada-Reveles, Azusa Pacific University

Douglas Fisher, San Diego State University

Lanelle Gordin, Riverside County Office of Education

Keith Myatt, California State University, Dominguez Hills

Kelli Seydewitz, Irvine Unified School District

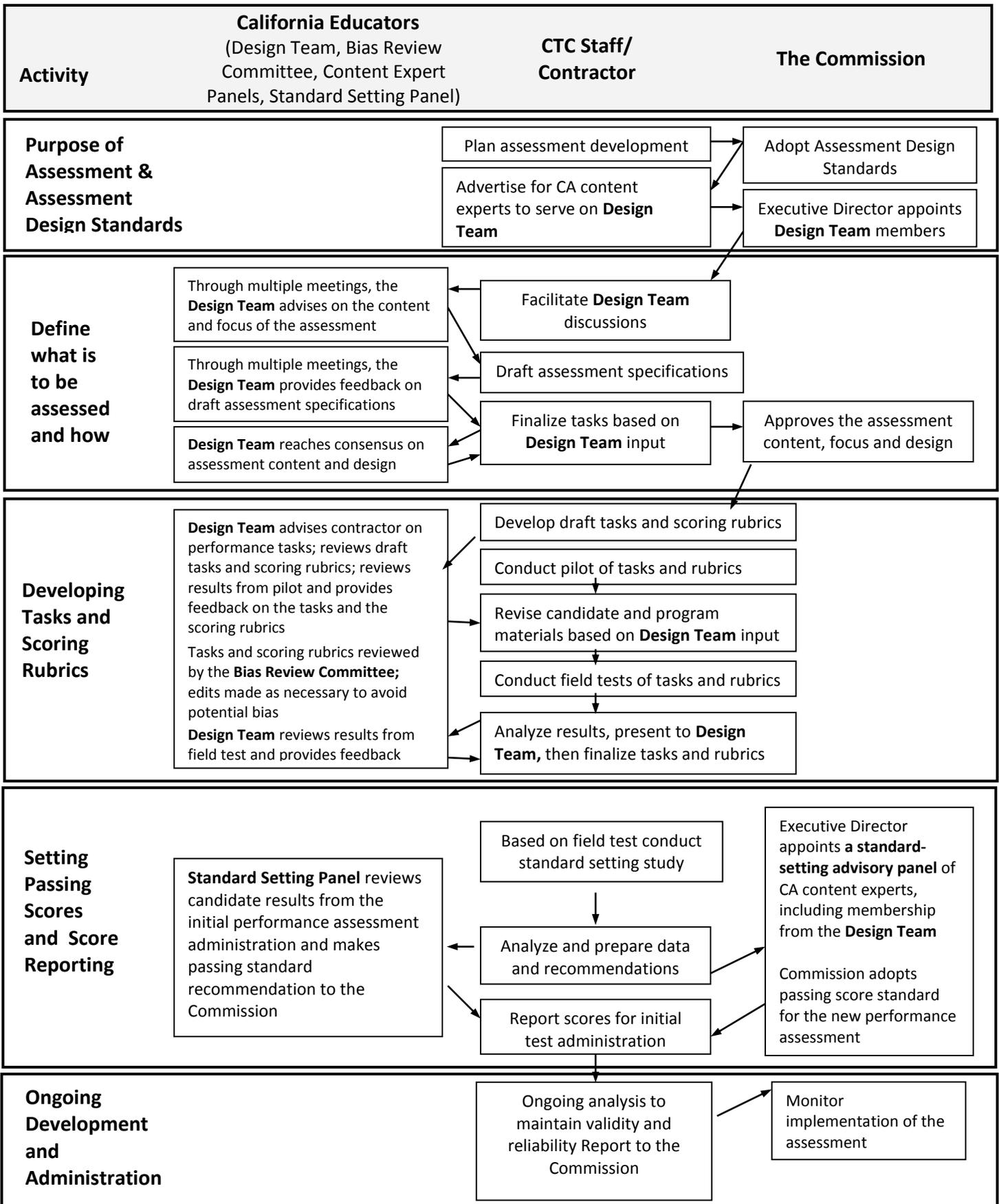
James Webb, William S. Hart Union High School District

Charles Weis, California State University, Channel Islands

Jose Gonzalez, Commission Liaison

Appendix B Commission CalAPA Development Process

Roles of the Commission, Staff, Content Experts, Design Team and the Contractor



Appendix C

CalAPA Assessor Qualifications

To be eligible to score the California Administrator Performance Assessment (CalAPA), an applicant **MUST**:

- hold a current California Clear or Life Administrative Services Credential,

AND

- have a minimum of three (3) years of current or recent experience as an administrator in California.

OR

- have a minimum of three (3) years of current or recent experience as a member of a Commission-approved preliminary or clear administrative services preparation program.

Appendix D

CalAPA Pilot Test Summary Results

Cycle 1: Facilitating Professional Learning

Clarity and Ease of Use:

1. The majority of candidates and coordinators agreed that cycle 1 directions and rubrics were written clearly and easy to use.
2. Those that did not agree, provided feedback indicating a need to:
 - Improve the clarity of the cycle's directions and key terms;
 - Improve the consistency of terms used and directions given across the cycle (instructions, template, rubric); and
 - Reduce redundancies across the cycle's steps and templates (e.g., questions asked, evidence required).
3. Candidates and coordinators differed in their ratings of the clarity of evidence required by cycle 1.
2. Assessors indicated they thought the directions and rubric for Step 1 might be less clear for candidates than for Steps 2-4.

Opportunity to Demonstrate Knowledge, Skills, and Abilities (KSA) & Impact of Field Placement

1. Candidates were generally positive about the opportunities cycle 1 gave them to demonstrate their KSA. Compared to coordinators, they did not agree that using video was the most effective medium for demonstrating their KSA.
2. Overall, candidates reported a positive cycle 1 experience and strong support/cooperation from their host sites (principals/administrators and staff):
 - Cycle 1 compatible with school/district goals and approach
 - Ease of recruiting participants
 - Data was readily available
3. Pilot Coordinators Reported that cycle 1 is compatible with and/or enhances preparation programs.

Fairness and Authenticity

1. Candidates reported that cycle 1 provided an authentic strategy they could use to:
 - Collect and analyze relevant, current and historical data;
 - Enhance their organization, facilitation, collaboration, and leadership skills; and
 - Reflect on their own practice.
2. Candidates and Coordinators differed in their ratings on whether cycle 1:
 - Was a "fair measure" of their KSA; or
 - Improved their practice.

Assessment Refinement

1. Candidates suggested revising directions to clarify connections between the steps in the cycle (no thread that wove through) and add a purpose statement to establish the WHY we are asking candidates to engage in this leadership cycle.
2. Candidates believed the video did not consistently capture meeting facilitation and asked for targeted video clips of presentations and to review and revise annotation titles.
3. Clarifying “Problem of Practice” and “Professional Development” versus “Professional Learning” would be helpful
4. Reviewing and revising reflection questions in step four for appropriateness and redundancies is needed

Cycle 2: Planning School Improvement

Clarity and Ease of Use

1. Wide agreement among candidates and coordinators that cycle 1 directions and rubrics were written clearly and easy to use.
2. Candidates, coordinators, and assessors indicated opportunities to:
 - Improve the clarity of the cycle’s directions and key terms;
 - Provide more detailed expectations (e.g., length of responses) and examples of specific cycle 2 activities;
 - Improve the consistency of terms used and directions given across the cycle (instructions, template, rubric); and
 - Reduce redundancies across the cycle’s steps and templates (e.g., questions asked, evidence required).

Opportunity to Demonstrate Knowledge, Skills, and Abilities (KSA) and Impact of Field Placement

1. Candidates and coordinators were very positive about cycle 2 experiences, and that the evidence required provided candidates with sufficient opportunities to demonstrate their KSA.
2. Coordinators emphasized the importance of both using data and also, incorporating stakeholder feedback into the plan for enhancing the authenticity of the experience and candidates’ learning.

Fairness & Authenticity

1. Candidates reported that cycle 2 represented a fair and authentic experience that conveyed the expectation to use a research-based strategy for implementing local school change.
2. Assessors differed in their ratings of authenticity with regard to Steps 2 and 3.
3. Candidates and Coordinators indicated that cycle 2 activities aligned well with candidates’ previous – and current – classwork and experiences.

Assessment Refinement

1. Candidates suggested revising directions to clarify connections between the steps in the cycle (no thread that wove through) and add a purpose statement to establish the WHY we are asking candidates to engage in this leadership cycle.
2. It was suggested to move the equity gap analysis to Step 1 and clearly define what an equity gap analysis includes.
3. Confirming cycle charges is needed, for example: Should candidates conduct an equity gap analysis, root cause analysis, present the information to stakeholders and write a one-year plan? Is stakeholder feedback needed?
4. Presentation of findings did not provide adequate evidence and assessors suggest:
 - Requiring speaker notes or adding video of the presentation;
 - Defining the audience for the presentation; and
 - Requiring evidence of stakeholder feedback.

Cycle 3: Supporting Teacher Growth

Clarity and Ease of Use

1. Candidates and coordinators indicated that cycle 3 directions and rubrics were clearly written and easy to use.
2. Survey respondents reported additional opportunities to clarify critical terms used in the directions, evidence list, templates, and rubric and to improve the alignment of these documents to convey performance expectations would be helpful.

Opportunity to Demonstrate Knowledge, Skills, and Abilities (KSA) & Impact of Field Placement

1. Candidates and coordinators were very positive about cycle 3 experiences and the evidence provided candidates with sufficient opportunities to demonstrate their KSA.
2. Coordinators indicated opportunities for the program to enhance future opportunities by:
 - Refining reflection questions; and
 - Providing candidates with information to enhance their awareness of and access to resources, models and guides for coaching and for preparing videos and annotations.

Fairness & Authenticity

1. Candidates and coordinators indicated that cycle 3 was a fair and authentic experience.
2. Candidates also reported that cycle 3 helped improve their practice as instructional leaders by giving them, for example, a clear framework for the coaching cycle and a structure for planning meetings.

Assessor Refinement

1. As with both cycles 1 and 2, revised directions to provide connections between the steps in the cycle (no thread that wove through) and adding a purpose statement to establish the WHY we are asking candidates to engage in this leadership cycle is needed.

2. Candidates and coordinators felt two coaching cycles was confusing and lead to a disconnect between evidence submitted in each of the steps. Candidates and coordinators suggest consider one coaching cycle for cycle 3.
3. Candidates and coordinators recommend reconsidering video of the teacher observation and question its necessity.
4. Finally, it was suggested that adding in specific, targeted video clips of pre- and post-observation conferences and considering including an observation tool would be helpful.

Numbers of Survey Respondents by Cycle and Group

Group	Total	Cycle 1	Cycle 2	Cycle 3
Candidates	228/372 = 61%	83	91	94
Coordinators	24/32 = 75%	9	13	10
Assessors	42/45 = 93%	15	11	16

Participating Candidate Demographic Information by Cycle

Gender	Cycle 1	Cycle 2	Cycle 3	Total
Female	29	50	27	106
Male	8	23	11	42
No Response	2	2	0	4
Grand Total	39	75	38	152

Ethnicity of Scored Submissions	Cycle 1	Cycle 2	Cycle 3	Total
African American/Black	1	4	2	7
Chinese American/Chinese	0	1	0	1
Choose Not to Respond	3	4	0	7
Filipino American/Filipino	0	2	3	5
Korean American/Korean	0	1	0	1
Latino/Latin American/Puerto Rican/Other Hispanic	4	7	5	16
Mexican American/Chicano	10	11	6	27
Other	2	1	0	3
White (non-Hispanic)	19	44	22	85
Grand Total	39	75	38	152

Field Placement Location	Cycle 1	Cycle 2	Cycle 3	Total
Rural	2	7	7	16
Suburban	20	36	20	76
Urban	15	30	11	56
No Response	2	2	0	4
Grand Total	39	75	38	152

Fieldwork Placement Type	Cycle 1	Cycle 2	Cycle 3	Total
District	1	3	3	7
Other	0	1	0	1
Private	1	1	0	2
Public	26	50	28	104
Public Charter	9	18	7	34
No Response	2	2	0	4
Grand Total	39	75	38	152

Number of Participating Candidates by Program

Program Name	# of Candidates
ANIMO LEADERSHIP CHARTER HIGH SCHOOL (GREEN DOT PUBLIC SCHOOLS)	8
AZUSA PACIFIC UNIVERSITY	23
CALIFORNIA BAPTIST UNIVERSITY	7
CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS	8
CALIFORNIA STATE UNIVERSITY, CHICO	16
CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS	32
CALIFORNIA STATE UNIVERSITY, EAST BAY	11
CALIFORNIA STATE UNIVERSITY, FRESNO	15
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE	5
CALIFORNIA STATE UNIVERSITY, SACRAMENTO	10
CALIFORNIA STATE UNIVERSITY, STANISLAUS	10
MADERA COUNTY OFFICE OF EDUCATION	29
MILLS COLLEGE	5
MT. DIABLO UNIFIED SCHOOL DISTRICT	8
NATIONAL UNIVERSITY	14
NOTRE DAME DE NAMUR UNIVERSITY	9
POINT LOMA NAZARENE UNIVERSITY	15
SAN DIEGO COUNTY OFFICE OF EDUCATION	7
SAN DIEGO STATE UNIVERSITY	42
SANTA BARBARA COUNTY EDUCATION OFFICE	22
TOURO UNIVERSITY	7
TULARE COUNTY OFFICE OF EDUCATION	3
UNIVERSITY OF CALIFORNIA, IRVINE	9
UNIVERSITY OF CALIFORNIA, LOS ANGELES	10
UNIVERSITY OF LA VERNE	10
Grand Total	335

Pilot Survey: Areas of Inquiry

Data Source	Cycles & Rubrics	Information, Training, & Support
Candidates & Pilot Coordinators	<ul style="list-style-type: none"> ● Clarity and Ease of Use: cycles and Rubrics ● Opportunity to Demonstrate Knowledge, Skills, and Abilities (KSA) ● Field Placement Issues impacting candidates' performance/submissions ● Fairness/Authenticity: Relevance of cycles to programs; Impact on learning and leadership/KSA 	<ul style="list-style-type: none"> ● Clarity, Ease of Use, and Efficacy: cycle instructions, Support Guide, webinars, meetings, and "Office Hours"
Assessors	<ul style="list-style-type: none"> ● Clarity and Ease of Use: cycles and Rubrics ● Value and Authenticity of Evidence Submitted by Candidates 	<ul style="list-style-type: none"> ● Clarity, Ease of Use, and Efficacy: Scoring information and trainings