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Information

Educator Preparation Committee

Proposed Preliminary Administrative Services Credential Program Standards Additions

Executive Summary: This agenda item outlines possible new program standards to be added to the current standards to address the implementation and administration of the Administrator Performance Assessment.

Recommended Action: For information only

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Strategic Plan Goal:

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Proposed Preliminary Administrative Services Credential Program Standards Additions

Introduction

This agenda item presents updated language for the Preliminary Administrative Services Credential programs to address embedding a performance assessment in the program. These standards are presented for information at this meeting and will return at the June 2018 meeting for possible adoption. The standards would be in effect starting September 2018.

Background

Current program standards for the Preliminary Administrative Services Credential were adopted in December 2013, prior to the development of an Administrator Performance Assessment (CalAPA) which has been under development since 2016. The CalAPA will be completed and ready for statewide implementation beginning in fall 2018. Pursuant to prior Commission action and pending budget authority in the 2018-19 state budget, 2018-19 will be a non-consequential scoring year for candidates, and scores will “count” as one of the requirements for the Preliminary Administrative Services Credential beginning fall 2019. Coinciding with this implementation plan is the need to amend program standards to address program level responsibilities for the implementation and administration of the CalAPA. Members of the CalAPA Design Team ([Appendix A](#)), reviewed the adopted teacher preparation program standards concerning the implementation and administration of the TPA, and recommend that the Commission take a similar approach for administrator preparation by amending the current Preliminary Administrative Services Credential program standards with minor changes to contextualize the information for an administrative services credential program.

Proposed Standards Additions

Mirroring the standards language from the Preliminary Teaching Credential program standards, the proposed new Administrative Services Program standards would add text to Category III: Field Experiences in the Program (Program Standards 7 and 8) and Category IV: Candidate Competence and Performance (Program Standard 9). A tracked edits copy of the proposed additions is provided in [Appendix B](#).

Program Standard 7 discusses the need to ensure that candidates are at appropriate school sites for clinical practice; Standard 8 adds text regarding the program’s responsibility to support candidates as they complete the CalAPA process, to administer the CalAPA, and to identify required assessor qualities, training processes, and the establishment and maintenance of scoring reliability. Standard 9 outlines program requirements for a candidate to be recommended for a preliminary credential.

Implementation Timeline

Pending approval by the Legislature and signature by the Governor of the state budget, administrator preparation programs will need to implement the revised standards proposed in this agenda item by September 1, 2018 in order to support CalAPA implementation. Staff does not foresee the need for currently-approved Administrative Services Credential programs to submit any additional documentation to the Commission regarding implementation of the CalAPA. For these programs, the review of the institution's plan and implementation of the new standards additions would be incorporated into regular ongoing Accreditation processes. Staff will continue to work with the programs to support the integration of the CalAPA into the Preliminary Administrative Services programs.

Commission Discussion

Staff proposes the Commission discuss the proposed changes to the Preliminary Administrative Services program standards as provided in [Appendix B](#). Based upon the Commission's input the proposed language may be updated and recommended for adoption at the Commission meeting in June 2018.

Next Steps

This item will return to the Commission at its June 2018 meeting.

Appendix A
CalAPA Design Team Members

Member	Affiliation
Susan Belenardo	University of California, Irvine and La Habra School District
Rebecca Cheung	University of California, Berkeley
Kathy Condren	Madera County Office of Education
Janice Cook	University of San Diego
Katrine Cajkowski	Sweetwater Union High School District
Ardella Dailey	California State University, East Bay
Alan Enomoto	Brandman University
Deborah Erickson	Point Loma Nazarene University
Doug Fisher	San Diego State University
Lanelle Gordin	Riverside County Office of Education
Keith Myatt	California State University, Dominguez Hills
Ursula Estrada-Reveles	Azusa Pacific University
Kelli Seydewitz	California Teachers Association
James Webb	William S. Hart Union High School District
Charles Weis	California State University, Channel Islands

Appendix B

Proposed Additions to the Preliminary Administrative Services Program Standards Regarding the Implementation and Administration of the CalAPA

Proposed new language is shown in underline and deleted text in ~~striketrough~~.

Category III: Field Experiences in the Program

Program Standard 7: Nature of Field Experiences

In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the [Performance Expectations](#). Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

Candidates must complete a range of activities in educational settings. The settings must:

- 1) support the candidate's ability to complete the APA;
- 2) demonstrate commitment to collaborative student-centered practices and continuous program improvement;
- 3) have partnerships with appropriate other educational, social, and community entities that support teaching and learning for all students;
- 4) create a learning culture that supports all students;
- 5) understand and reflect socioeconomic and cultural diversity;
- 6) support the candidate to access data, work with other educators, and observe teaching practice; and
- 7) permit video capture, where designated, for candidate reflection and APA task completion.

Program Standard 8: Guidance, Assistance and Feedback

The administrative services preparation program sponsor has an effective system by which the candidate's performance is guided, assisted, and evaluated in each field experience. In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement.

The APA is implemented according to the Commission's requirements.

The institution identifies individual program staff responsible for:

- 1) implementing the APA, and
- 2) documenting the administration processes for all activities/cycles in accordance with the Commission's requirements.

The program requires all faculty and staff providing instructional and/or supervisory services to candidates within the program to become knowledgeable about:

- 1) the APA cycles, rubrics, and scoring, and
- 2) how the APA is implemented within the program,

so that they can appropriately prepare candidates for the assessment and also use APA data for program improvement purposes.

8A: Administration of the Administrator Performance Assessment (APA)

Video

- 1) For purposes of implementing the video requirement, candidates must be able to record interactions with faculty, staff, and PK-12 students.
- 2) The program assures that each school or district where the candidate is placed has a media release for all who are videotaped in place.
- 3) 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.

Materials and Data

- 4) 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, and privacy considerations relating to the use of candidate data.
- 5) The program maintains program level and candidate level APA data, including individual and aggregate results of candidate performance over time, and retains the data for one Accreditation cycle. The program documents the use of these data for Commission reporting, accreditation, and program improvement purposes.

Retake Appeal Process

- 6) All programs have a clearly defined written appeal policy regarding CalAPA retakes and informs candidates about the policy prior to enrollment in the program.

Local Scoring Option

- 7) The program may choose to have their candidate's submission scored by their own calibrated faculty through the centralized scoring structure.
- 8) If the program participates in the local scoring option, the program coordinates with the Commission to identify the local assessors who train and calibrate who may be used to score APA submission from the program's candidates.

8B: 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 Commission-approved administrator performance assessment and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the APA activities/cycles. The program assures that candidates understand that all responses to the APA submitted for scoring must 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 cycle components consistent with the Commission’s standards and guidelines from the developer of the assessment.

(1) 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 assessment guides and other explanatory materials about the APA and expectations for candidate performance on the assessment.
- Explaining APA cycles and scoring rubrics.
- Engaging candidates in formative experiences aligned with a APA (e.g., analyzing data, facilitating collaborative professional learning, and coaching for improved instruction).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the cycle(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 cycles 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 outside of the ones the candidate will submit for scoring.
- Asking probing questions about the candidate’s draft APA responses, without providing direct edits or specific suggestions about the candidate’s work.
- Assisting the candidate in understanding how to use the program’s electronic platform in connection with the assessment platform.
- Arranging technical assistance for the video portion of the assessment.

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 the candidate’s responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling a candidate which video clips to select for submission.
- Uploading candidate APA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences in preparation for the APA. The feedback includes information relative to candidate demonstration of competency on the domains of the California Administrator Performance Expectations (CAPEs).

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, to prepare them 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.

C: Assessor Qualifications, Training, and Scoring Reliability

The preliminary programs identify potential assessors for the centralized scoring option who are then trained, and when calibrated, selected by the Commission's assessment contractor to participate in scoring APAs. For programs electing to use a local scoring option, the program identifies potential assessors based on selection criteria established by the developer of the assessment. The selection criteria for all assessors include but are not limited to andragogical expertise in the content areas assessed within the APA. The developer of the model is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

Category IV: Candidate Competence and Performance

Program Standard 9: Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, the program determines on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the [California Administrator Content Expectations](#) and satisfactory performance on the full range of [California Administrator Performance Expectations](#) below. A representative of the program sponsor and at least one field/clinical supervisor provides the verification of candidate competence and performance. ~~When available, a Commission-approved Administrator Performance Assessment may be used to satisfy this requirement. Satisfactory performance is defined as achieving competence as expected for entry-level administrators. During the program, candidates are guided and coached on their performance using formative assessment processes.~~

The candidate must meet all program requirements for coursework and fieldwork and also pass a Commission-approved APA prior to recommendation for a credential.