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Action

Educator Preparation Committee

Proposed Preliminary Administrative Services Credential Program Standards Additions

Executive Summary: This agenda item outlines proposed additions to the current program standards to address the implementation and administration of the Administrator Performance Assessment.

Recommended Action: That the Commission adopt the proposed changes to the Preliminary Administrative Services program standards as provided in Appendix A.

Presenters: Teri Clark, Director, Professional Services Division, and Amy Reising, Director of Performance Assessment Development

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 to the proposed Preliminary Administrative Services program standards to address the implementation of a performance assessment in the programs. These standards were presented for information and input at the Commission's April 2018 meeting and return at this meeting for possible adoption. If adopted, the standards would be in effect starting September 1, 2018.

Background

Current program standards for the Preliminary Administrative Services Credential were adopted in December 2013, prior to the development of a California Administrator Performance Assessment (CalAPA) which has been under development since 2016. The CalAPA will be implemented statewide beginning in fall 2018. As a result of this implementation plan, the program standards need to be amended to address program level responsibilities for the implementation and administration of the CalAPA. This agenda item includes proposed revisions to standards that take into consideration the public comments made at the April 2018 Commission meeting. The issues raised by stakeholders are discussed below.

Discussion and Proposed Resolution of Issues Raised by Stakeholders at the April 2018 Commission Meeting

Issue 1: Use of the Term "Placement" in Proposed Standard 8A

Stakeholders noted that the use of the term "placement" in proposed Standard 8A as it was presented in April 2018 may be confusing to the administrative credential program preparers. Administrative services credential programs do not approach fieldwork in the same manner as teaching credential programs since administrative services candidates using the coursework route to the credential are typically already employed. Stakeholders suggested that the standard language be adjusted to focus less on the concept of "placement" and more on candidates experiences in fieldwork.

As a result of stakeholder input, staff proposes rewording standard 8A to remove the reference to where the candidate is "placed" and replace this wording with "completing fieldwork requirements." The text of the proposed revised standard is included as Appendix A to this item.

Issue 2: The wide range of school contexts in which candidates are completing their fieldwork may result in significant differences in CalAPA submissions.

Stakeholders were concerned that the wide variety of places, resources, and local context in which administrative candidates are completing fieldwork and clinical practice, and the role that this varience will play in what is submitted to CalAPA, would not sufficiently be acknowledged and considered by assessors.

Staff suggests that this varience due to school context has been, and will continue to be, addressed during extensive training of the CalAPA assessors, with particular attention to the issue of avoiding assessor bias relating to issues of candidate placement, local resources, and other factors not directly related to the assessment of candidate competence.

Issue 3: Concerns about the Feasibility of Video Recording During the Performance Cycles. Stakeholders noted that some concerns had been raised about the feasability of video recording in certain sensitive contexts during the performance cycles and suggested that the Commission consider whether audio recording might also be an acceptable means of submitting documentation for the performance assessment in these instances. Allowing audio recording in lieu of video recording would only apply to candidates in the following types of fieldwork settings:

- Special Education
  - Psychiatric facilities
  - Juvenile correctional facilities or court schools
  - Hospitals
- Military Base Classrooms

An additional process that might also be used by candidates in these types of sensitive fieldwork settings would be for the candidate to video only him/herself performing the APA-related activity or task but not include or show any other persons in the video with whom the candidate is interacting. This option has been successfully used for many years by TPA candidates in sensitive field settings to meet evidence requirements for the TPA.

Use of an audio recording in lieu of a video recording or a video recording that shows only the credential candidate and no other persons can be considered as "alternative arrangements" for candidates. The Commission has had in place for many years a process for granting alternative testing arrangements for candidates with special or unique types of needs. Staff suggests that a similar "alternative arrangements" approach be established for APA candidates. The administrative services credential program could appy on behalf of a candidate whose placement falls under one of the categories listed above for one of these alternative arrangements. The application process for granting the alternative arrangement would be determined between the assessment contractor and Commission staff, and would be communicated to all administrator preparation programs. Only candidates whose placement matches one of the above-indicated settings would be eligible to use the alternative arrangements process.

Implementation Timeline
Pending adoption of the proposed new standards language, administrator preparation programs will need to implement the standards as adopted by the Commission by September 1, 2018 in order to support CalAPA implementation.

Staff Recommendation
Staff recommends that the Commission adopt the proposed changes to the Preliminary Administrative Services program standards as provided in Appendix A.

Next Steps

If the Commission adopts the revised Standards, staff will prepare and distribute a Program Sponsor Alert to notify all Preliminary Administrative Services credential programs of the adoption of the additional standards and of program responsibilities regarding the implementation of the CalAPA.

Appendix A

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

Proposed new language is shown in <u>underline</u> and deleted text in ~~strikethrough~~.

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 completing fieldwork has a media release for all who are videotaped on file.
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 then score APA submissions 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 the candidate's demonstration of competency on the domains of the California Administrator Performance Expectations (CAPE).

(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.

8C: 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 the APA. 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.