
3C

Information

Educator Preparation Committee

Update on the Development of the California Administrator Performance Assessment

Executive Summary: This agenda item provides an update on the efforts to develop the California Administrator Performance Assessment (CalAPA).

Recommended Action: For information only

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.

Update on the Development of the California Administrator Performance Assessment

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](#) (CAPE) adopted at the June 2016 meeting. Approval of the CAPE at the June 2016 meeting allowed the Commission staff, an appointed California 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 discusses the field test findings and final revisions made to the CalAPA cycles, rubrics, and program and candidate support materials. Programs will begin administering the CalAPA to all enrolled preliminary administrator candidates in 2018-19. The 2018-19 administration is a non-consequential year and candidates who submit responses to all three cycles for scoring during this time will be notified that they have met the completion requirement. All candidates will receive their rubric level scores by April 2019. In addition, final score data will be provided to programs to assist with program design and preparation for the 2019-20 consequential administration. Programs will use completion data for candidates to make a recommendation for the preliminary credential. A standard setting study will be conducted and the Commission will adopt a passing standard in spring or summer of 2019. Passing the CalAPA will be required of all candidates beginning a program after June 1, 2019 for the preliminary Administrative Services Credential (ASC) pending completion of the regulatory process.

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 a Design Team of California educators, to develop the CalAPA.

Appendix B provides a graphic showing the CalAPA Design Team's interactions with other technical advisors necessary to inform the Commission, Commission staff, and ES regarding the development of the CalAPA.

The California Administrator Performance Expectations (CAPE) outline the skills and abilities one should have as a beginning education administrator and serve as the basis for measurement of a preliminary ASC candidate's readiness to begin practice as a school leader. 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 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. The DT met over a two-year period between spring 2016 and July 2018 during which various models, approaches, and research regarding the measurement of leadership performance were reviewed and discussed. 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 system was revised and the field test began October 2017, concluding in spring 2018. The DT again provided input based on the field test findings, the system was revised and the non-consequential operational administration begins fall 2018, concluding May 31, 2019.

Commission Bias Review Committee Meeting

The role of the Commission's Bias Review Committee is specifically to identify potential bias issues in the Commission's licensing examinations and assessments. The Commission's Bias Review Committee reviewed the CalAPA tasks, rubrics, and materials drafted for the pilot study in October 2016. Materials revised for the field test were reviewed in July 2017. A final review of the recently revised CalAPA tasks, rubrics, and support materials were reviewed in August 2018 prior to non-consequential administration. Commission and ES staff reviewed the committee findings and recommendations, including bias-related and content-related comments, and addressed 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 is to be completed at three different times during a candidate's preliminary program. Each leadership cycle focuses on the roles and responsibilities of today's education leader, using an *Investigate, Plan, Act, and Reflect* leadership sequence. Completion of each cycle 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.

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, and Reflect* sequence
- Each of the three leadership cycles passed independently of the other cycles

- Emphasis on multiple modalities for evidence development 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 that is specific to an aspect of performance and annotated by the candidate to highlight dimensions of leadership practice
- Choice in each cycle regarding how to present evidence or reflect on practice (written response, written annotations, video with annotation, graphics)
- Candidate reflection on practice required in each of the three leadership cycles
- Centralized scoring by educators holding a California administrative credential
- CAPE-specific analytic rubrics and reports provided to candidates and programs, with enough detail to guide a candidate’s learning plan in the clear induction program and direct program development
- APA score results used in accreditation processes as an outcome measure
- Aggregated APA results 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, nor is order required for completion. 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 volunteer 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: Analyzing Data to Inform School Improvement and Promote Equity***
Leadership Cycle 1 focuses on analyzing multiple sources of school site/district data with the purpose of identifying equity gaps to inform an initial draft plan for equitable improvement in line with the school’s vision and mission. Candidates conduct an equity gap analysis to identify potential causal factors, all culminating in a problem statement defining a specific area of educational need related to equity.
- ***Cycle 2: Facilitating Communities of Practice***
Leadership Cycle 2 focuses on facilitating collaborative professional learning within a community of practice with the purpose of improving teaching and student learning. Candidates work with a small group of educators to identify a problem of practice and identify an evidence based strategy to address the problem of practice that will strengthen and increase equitable learning opportunities for all students.
- ***Cycle 3: Supporting Teacher Growth***
Leadership Cycle 3 focuses on coaching an individual teacher to strengthen teaching and learning based on the California Standards for the Teaching Profession (CSTP). Candidates investigate coaching and observation practices at the school; identify a volunteer teacher to coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation, and a post-observation meeting.

The three 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 Field Test Design

The CalAPA field test began in October 2017 and ran through May 2018. Participating candidates submitted their CalAPA field test evidence 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 the tasks and rubrics of each leadership cycle in preparation for non-consequential administration beginning October 2018. All evidence submitted in the field test is confidential. Participating programs gained valuable information about how to design courses and support candidates to prepare for the newly adopted CAPE and the newly developed CalAPA. For scoring purposes, the target number of field test candidates was 100 for each cycle, across all types of preliminary administrator preparation programs. Ultimately, 23 preliminary preparation programs participated, with 109 candidates submitting responses to one, two, or all three of the leadership cycles, and 30 of those candidates submitting responses to all three leadership cycles. The distribution of participating programs and candidates by leadership cycle are below.

Leadership Cycle	# of Programs	# of Candidate Submissions
Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity	18	80
Cycle 2: Facilitating Communities of Practice	15	64
Cycle 3: Supporting Teacher Growth	17	80

At the conclusion of the field test, ES collected surveys from participating candidates and program coordinators. Telephone interviews were conducted with 10 program coordinators focused on the assessment and on impact on the programs. Interviews were conducted over six weeks, between March and May 2018. In addition, two focus group sessions about the three cycles were held online with field test participants.

Calibrated California administrators that met the assessor criteria (Appendix C provides CalAPA assessor qualifications) scored candidate submissions from May 7 to June 4, 2018. At the end of each assessor training and scoring session, assessors debriefed with Commission and ES staff and completed surveys about the field test scoring experience. ES staff analyzed the quantitative and qualitative data. Summaries of survey findings are provided in Appendix D. Aggregate scores for each cycle were provided to programs in May 2018.

CalAPA Field Test Assessor Recruitment, Training, and Scoring

ES recruited assessors for the field test scoring process from colleges and universities, preparation programs and active practitioners beginning in the fall 2017. Assessor training, calibration, and scoring took place in the spring 2018. The table below shows the number of lead assessors and assessors per leadership cycle who participated in scoring field test submissions.

Leadership Cycle	Lead Assessors	Assessors	Submissions Scored
Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity	2	11	79
Cycle 2: Planning School Improvement	2	7	64
Cycle 3: Supporting Teacher Growth	1	12	80

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 who met the calibration requirements scored the field test submissions. Scoring was conducted online and data entered into the online scoring system to track the candidates’ scores. Five-level, analytic 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 CAPE. Submissions were scored by the assessors and the full range of performance scores were reviewed by the Commission and ES staff.

These scored performances directed 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. Several general findings emerged including that analytic rubrics developed for each step of the three leadership cycles needed to be better aligned with prompts and evidence, each level of each rubric needed to use clearer and more specific language to delineate the expectations for performance, and that some rubrics should be consolidated leading to less rubrics for each cycle.

General Findings of CalAPA Field Test

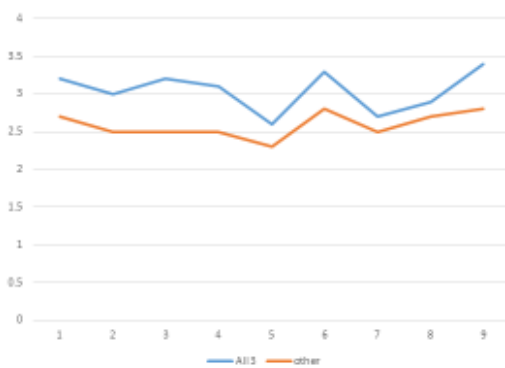
The field test included broad program representation that produced a sufficient number of complete candidate responses and assessor participation to gather data on all parts of the assessment. Field test findings were drawn from the performance data (scoring data); surveys completed by participating candidates, program coordinators, and assessors (including lead assessors); assessor debrief sessions; coordinator interviews; telephone interviews, and candidate online focus groups. All three cycles yielded results from candidates, programs, and assessors that in general positively supported the assessment. Assessors were particularly helpful in making recommendations to sharpen the cycle and rubric language. General findings from the survey, interview, and focus group data collected during the field test included.

- CalAPA is strongly aligned with the CAPE which are key to success as a first-year school administrator;
- Candidates and coordinators indicated that the CalAPA had improved candidates’ abilities to establish rapport with school staff, coach and collaborate with new teachers effectively, and reflect on their own practice and instructional leadership skills.
- Candidates and coordinators indicated that they felt well informed and supported throughout the field test process.
- Coordinators and assessors reported that they understood the training, and it had prepared them for their respective roles, and that assessors were confident in the scores they assigned to candidates’ submissions.

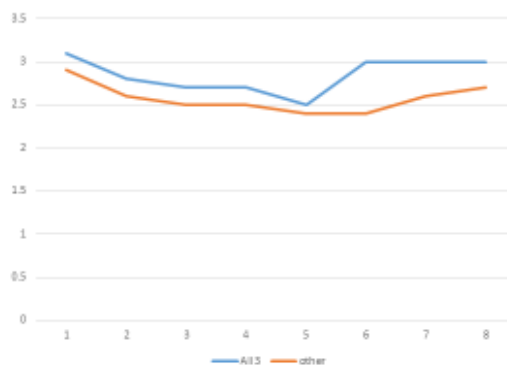
- Programs and candidates expressed a need for additional guidance in supporting candidates to complete the cycles, particularly with regard to technical assistance for preparing and uploading videos.
- Program Coordinators and Design Team members have grappled with whether the CalAPA should have two or three cycles. Data shown in the tables below indicate that candidates who did attempt all three cycles (30 candidates) actually performed at a higher level than those who did not. (Note: The blue line/bar indicates candidates who completed all three cycles).

Comparison of Mean Rubric Scores: Candidates Who Took All 3 Cycles v. Candidates Who Did Not

Cycle 1

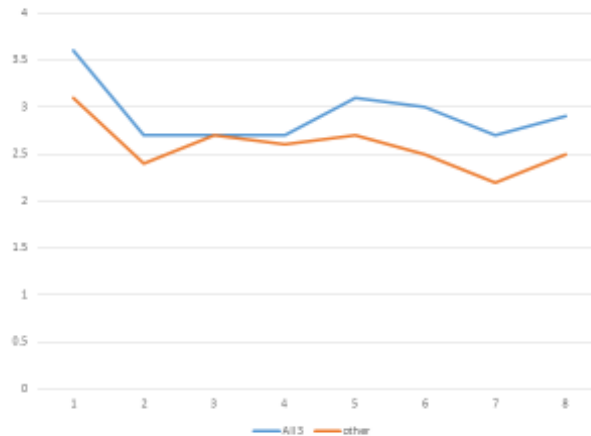


Cycle 2

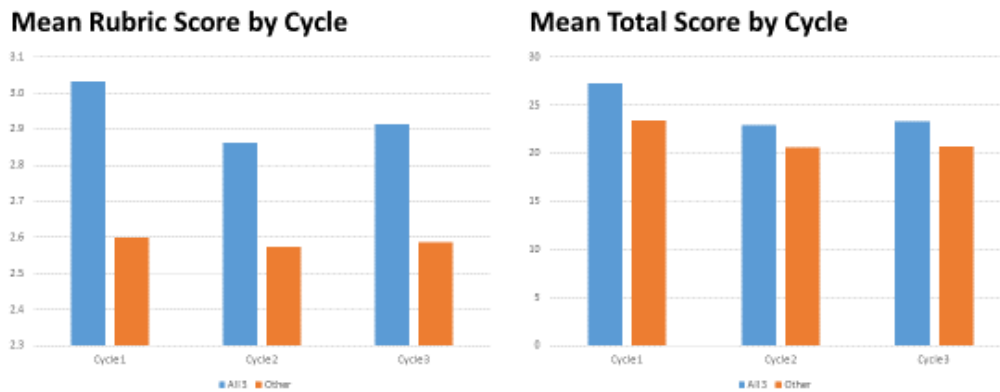


Comparison of Mean Rubric Scores: Candidates Who Took All 3 Cycles v. Candidates Who Did Not (cont'd)

Cycle 3



Comparison of Mean Rubric and Cycle Scores: Candidates Who Took All 3 Cycles v. Candidates Who Did Not



Survey data was collected from candidates, program coordinators, and assessors based on their field test 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. Also, CalAPA program coordinators, representing a sample of ten programs across the state, were interviewed on the telephone by ES staff. The primary purpose of these interviews was to ascertain additional detail regarding the alignment of the CalAPA and their respective preparation programs and also, their perspectives on how they think the assessment has impacted—or will impact—preparation programs.

Telephone interviews with a sample of ten programs and online candidate focus groups gave candidates the opportunity to talk directly to Commission and ES staff about their insights and ask questions based on their first-hand experiences. Field test findings were shared with the CalAPA Lead Assessors in June and with the Design Team at their July 2018 meeting. The Lead Assessors and Design Team members made recommendations to Commission and ES staff for revisions to the three cycles. A more detailed summary of findings from the field test appear in Appendix D. Appendix E provides a table that illustrates which CAPEs are measured in each leadership cycle.

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. At its [June 2017](#) meeting, the Commission determined that a non-consequential administration year would be offered to candidates and

programs. Three major issues were identified as challenges 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, candidates 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. In the non-consequential administration year (June 1, 2018-May 31, 2019) candidates must register, complete, and upload evidence for each of the three cycles. Candidates and programs will receive notification of completion and analytic score reports in spring 2019. Once a candidate has successfully completed their approved Preliminary Administrative Services Credential program and all three CalAPA cycles, programs may recommend for the credential.

For these reasons, administrator preparation programs requested 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.

For these reasons, the Commission set 2019-20 as the consequential 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 initial CalAPA data to further address and prepare for the following year when passing the CalAPA will be required for all preliminary administrator candidates.

For the 2018-19 non-consequential year of implementation, neither candidates nor programs are required to pay for the assessment and scoring, as passing scores would not be required for a credential. Funding for the non-consequential administration is being provided from the Commission's Test Development Account. Once the CalAPA becomes consequential (as of June 1, 2019) candidates will need to pay an assessment fee of \$125.00 for Cycle 1, and \$150.00 each for Cycle 2 and Cycle 3 (for a total fee of \$425.00).

Next Steps

Based on the data findings and recommendations the Design Team, Commission and ES staff are revising and preparing the CalAPA cycles, rubrics, and support materials for non-consequential operational administration of the exam, which begins October 2018. Next steps include:

- Distribution of the CalAPA assessment guides including cycles, rubrics, templates, and glossary
- Launching the candidate registration system
- Providing support to programs, including:
 - Weekly program support “office hours”
 - Monthly Virtual Think Tanks designed for programs to share best practices
 - In-person CalAPA coordinator and faculty trainings in September and October (held in both northern and southern CA)
 - Updated website (www.ctcpa.nesinc.com) with technical supports including how to upload and annotate video, faculty supports, and policies
- First CalAPA submission date for candidates (October 18) (*see Appendix F for all submission dates for 2018-19*)
- Assessor Trainings (winter 2019-ongoing)
- Standard Setting Study (spring 2019)
- Commission adoption of CalAPA passing standard (summer 2019)

Staff will continue to bring future CalAPA updates to the Commission as milestones are reached. Recommendations from the spring 2019 standard setting study will be presented at the Commission’s June or August 2019 meeting for adoption of a passing standard for the 2019-2020 administration.

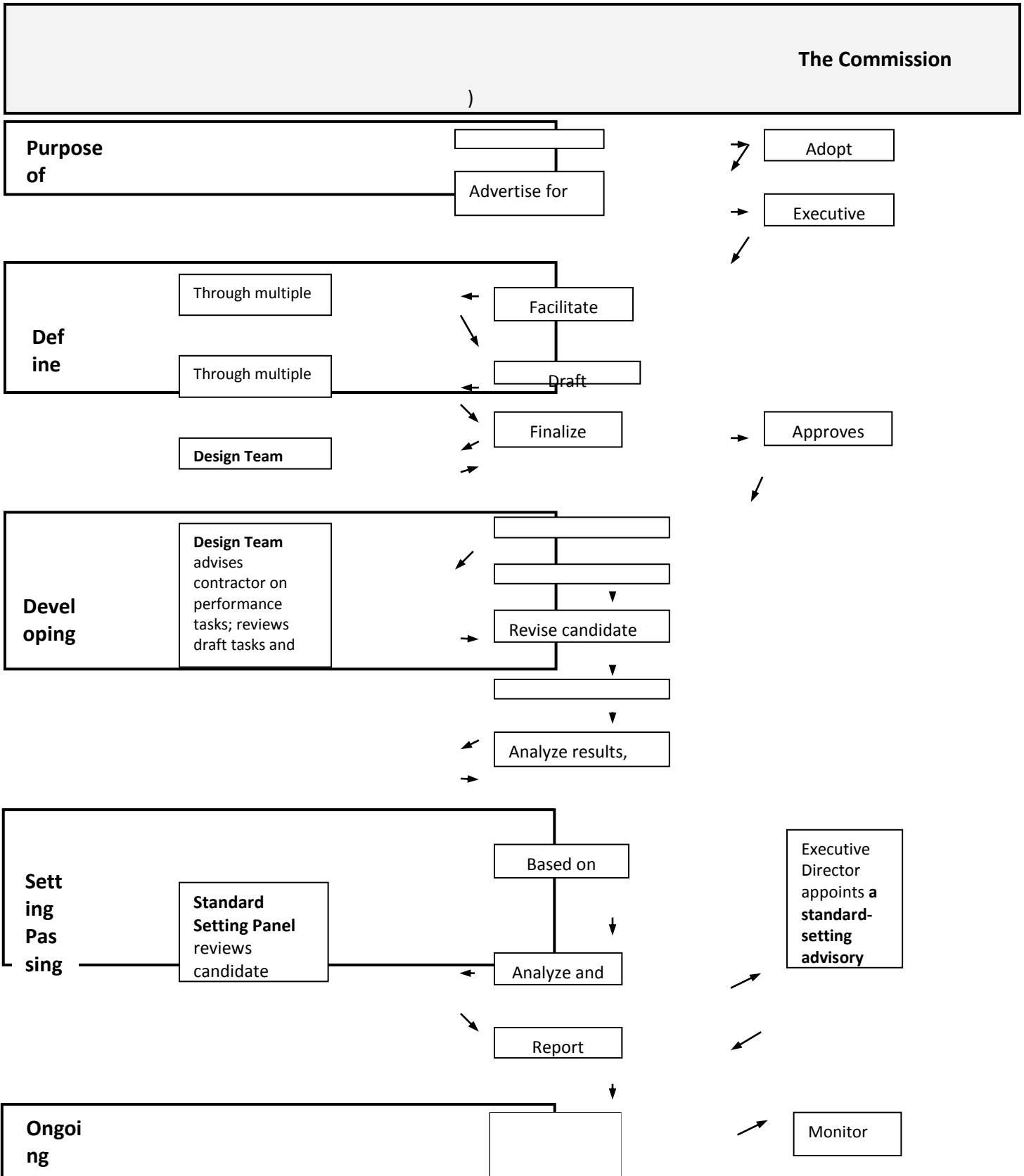
Appendix A

California Administrator Performance Assessment Design Team

Susan Belenardo, La Habra City School District
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 (within 3 years) experience as TK-12 administrator in California.

OR

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

Appendix D

CalAPA Field Test Summary of Results

Number of Participating Candidates by Program

Program Name	# of Candidates
Animo Leadership Charter High School (Green Dot Public Schools)	5
Azusa Pacific University	4
California State University, Chico	5
California State University, East Bay	5
California State University, Fresno	5
California State University, Sacramento	4
California State University, San Marcos	5
California State University, Stanislaus	4
Concordia University	5
Fresno Pacific University	4
Madera County Office of Education	3
National University	7
Point Loma Nazarene University	5
Riverside County Office of Education	5
San Diego County Office of Education	4
San Diego State University	10
Santa Clara County Office of Education	2
Shasta County Office of Education	4
Touro University	5
Tulare County Office of Education	5
University of California, Berkeley	5
University of California, Irvine	3
University of California, Los Angeles	5
Grand Total	109

Participating Candidate Demographic Information by Leadership Cycle

Gender	Cycle 1	Cycle 2	Cycle 3	Total
Female	60	49	61	170
Male	20	15	19	54
Grand Total	80	64	80	224

Ethnicity	Cycle 1	Cycle 2	Cycle 3	Total
African American/Black	4	3	6	13
Asian	2	2	1	5
Choose Not to Respond	8	5	7	20
Hispanic	13	13	15	41
Other	4	2	5	11
Southeast Asian	2	3	3	8
White (non-Hispanic)	47	36	43	126
Grand Total	80	64	80	224

Field Placement Location	Cycle 1	Cycle 2	Cycle 3	Total
City	46	34	44	124
Suburban	14	21	17	52
Town	3	5	6	14
Rural	17	4	13	34
Grand Total	80	64	80	224

Fieldwork Placement Type	Cycle 1	Cycle 2	Cycle 3	Total
District	10	2	8	20
Private	2	1	1	4
Public	55	50	57	162
Public Charter	13	11	14	38
Grand Total	80	64	80	224

Field Test Survey: Areas of Inquiry

Area of Inquiry	Candidates	Coordinators	Assessors
1. Cycles and Rubrics Did CalAPA field test participants view the CalAPA as a <i>fair, authentic, and valid</i> performance-based assessment for assessing candidates' understanding of the knowledge, skills, and abilities necessary to succeed as a first-year California public school administrator?	X	X	X
2. Delivery Systems Were the web-based delivery systems put into place to assist candidates throughout their CalAPA Field Test experience—from registration to submission— helpful ?	X		
3. Information, Training and Support Did field test participants get the information, training, and support they needed to successfully engage with the CalAPA?	X	X	X
4. Impact on Programs & Candidates What impact has the CalAPA had on programs and the preparation of candidates ?	X	X	

Numbers of Survey Respondents and Response Rates by Leadership Cycle and Group

Group	Cycle 1	Cycle 2	Cycle 3
Candidates	52/108 = 48%	30/108 = 28%	40/108 = 37%
Coordinators	17/34 = 50%		
Assessors	8/13 = 61%	7/10 = 70%	9/14 = 64%

Survey Feedback, Area of Inquiry #1: Cycles and Rubrics

Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

Clarity and Ease of Use

1. The majority of candidates, approximately two-thirds, thought the directions for Cycle 1 were clear and easy to understand. A minority did not, indicating they had some difficulty navigating the material and also, determining how long and detailed their responses were required to be.
2. Some candidates reported C1 requirements/questions were “vague,” “long,” “repetitious,” or “redundant.”
3. Candidates relied on the templates for direction.
4. Candidates indicated that Cycle 1 had afforded them sufficient opportunity to explain their choices and practices, and to reflect on their own learning.
5. Assessors reported a lack of clarity, repetition, and inconsistencies in use of language and terms in the directions, templates, and rubrics.

Fairness, Authenticity, and Opportunity to Demonstrate Knowledge Skills and Abilities (KSAs)

1. Candidates reported Cycle 1:
 - was aligned with programs (85%) enhanced their ability to improve schools (66%) and lead instruction (62%)
 - Improved their overall practice (69%)
2. Approximately 60% of candidates “strongly agreed/agreed” that this was a fair measure of their KSAs
 - Candidates appreciated the opportunity to collect and analyze data related to a specific purpose, and to learn from the experience.
 - Candidates indicated that the focus and content of Cycle 1 was similar to or aligned with, their coursework.

A minority of concerns were expressed among candidates and coordinators regarding what they perceived as the cycle’s emphasis on data collection relative to data analysis. Others, particularly those placed in smaller or private school placements, indicated they had less access to the data needed to complete Cycle 1 successfully.

Cycle 2: Facilitating Communities of Practice

Clarity and Ease of Use

1. Approximately 60% of candidates indicated Cycle 2 was clear “overall.” Candidates’ perceptions of/difficulties with video portion may have moderated their ratings of clarity somewhat.
2. Candidates reported the video portion of Cycle 2 included unclear directions and captioning requirements; that time parameters/limits for recording video clips were too restrictive; and that they had spent lots of time organizing and annotating video clips.
3. The majority of candidates reported the templates helped them to prepare their Cycle 2 submissions.
4. Assessors reported a lack of clarity, repetition, and inconsistencies in use of language and terms in the directions, templates, and rubrics.

Fairness, Authenticity, and Opportunity to Demonstrate Knowledge Skills and Abilities

1. 85% of candidates reported strong alignment between skills required by Cycle 2 and those emphasized in their programs.

2. Candidates reported Cycle 2 provided a good opportunity to practice and demonstrate leadership skills, especially facilitating groups of teachers.
3. Approximately 55% of candidates “strongly agreed/agreed” that this was a fair measure of their KSAs, reporting that the video/time restrictions limited the perceived “authenticity” of the tasks as well as their ability to fully demonstrate their knowledge, skills, and abilities (KSAs).
4. Candidates reported that Written and Reflection Narratives provided effective opportunity to explain and clarify their submissions.
5. Some assessors also indicated that the video clips may have been too short and of insufficient value as the basis for their evaluations of candidates’ performance.

Cycle 3: Supporting Teacher Growth

Clarity and Ease of Use

1. The vast majority of candidates reported the directions, evidence requirements, and rubrics’ performance levels were clear. 74% agreed Cycle 3 was clear “overall.”
2. Among candidates’ who did not think Cycle 3 was particularly easy to use, some indicated the directions were too long and contained “redundancies” in text. Others reported they thought the requirements and instructions for preparing videos and their corresponding annotations were, at times, time consuming, technically difficult, or confusing.
3. Assessors provided very positive ratings and comments regarding the high value of evidence candidates were required to submit for Cycle 3 in their evaluations of performance.

Fairness, Authenticity, and Opportunity to Demonstrate Knowledge Skills and Abilities

1. Approximately 75% of candidates agreed that Cycle 3 was a fair measure of their KSAs and that it focused on the California Administrator Performance Expectations (CAPE) that are emphasized in their programs (92%).
2. Candidates and coordinators reported Cycle 3 was the “*most beneficial*,” “*impactful*,” or “*effective*” of CalAPA’s three cycles, as it helped candidates improve their questioning strategies and use of pre/post-conference evidence; to grow as a coach and leader; and to “*get out of comfort zone*.”
3. Coordinators reported Cycle 3 may be relatively more difficult to complete successfully for aspiring administrators compared to seated administrators. For example, aspiring administrators may not have sufficient background or professional development opportunities/experience to coach effectively.

Program Coordinator Telephone Interviews

Introduction

- Telephone interviews with 10 program coordinators focused on cycles and rubrics as well as impact on programs
- Interviews were conducted over six weeks (March 26, 2018-May 09, 2018) and took between 40 and 70 minutes
- Organized by common themes and common ideas
- Summary of the results represent a synthesis of the ideas and comments
 - Majority Perspective: those expressed by six or more of the 10 coordinators
 - Minority Perspective: those expressed by four or less of the 10 coordinators

General Conclusions

- All 10 respondents believe that CalAPA was a well conceived instrument and that its focus on measuring performance was a stronger method of determining candidate competence and readiness for careers in school administration than more traditional knowledge-based assessments
- Respondents agreed that the three cycles addressed important dimensions of the principalship and were aligned with CAPEs

Majority Perspectives:

1. CalAPA is strongly aligned with several important CAPEs

- Most respondents agreed that the CalAPA has elements that are strongly aligned with important CAPEs
- *"I like all three cycles as designed. I think CTC nailed it in terms of aligning the CalAPA with related CAPEs."*
- In general, most respondents felt that the three cycles also aligned well with CAPEs pertaining to equity, professional ethics, and reflective practice
- *"The CalAPA is a beautiful instrument that works to give experience to aspiring administrators in searching, finding, and seeking out issues and data that are relevant to your school site."*

2. Candidates found the CalAPA to be a challenging but worthwhile experience

- All but two program coordinators commented that the CalAPA was well received by candidates
- *"...candidates often find this challenging...most have never experienced these [tasks]. We found candidates who were shocked at what they are being asked to do. CalAPA requires a new way of thinking."*
- *"Our candidates are mastering some of those skills and some of that knowledge [contained] in the CalAPA. However, we lack the level of mastery that we desire."*

3. The CalAPA replicates what most candidates can expect to see and do in the workplace

- While challenging for some, most candidates felt that the CalAPA posed authentic and important administrative tasks
- *"The CalAPA requires real hands-on experience with what candidates are going to have to do at the school site. Many candidates haven't seen these things."*
- *"CalAPA not only replicates real-world administrative tasks, but will help focus future administrators on critical tasks."*

4. Integrating CalAPA into program curricula stimulated program design and redesign efforts

- All but three respondents stated that the CalAPA had a stimulative effect on program development
- *"We have made a concerted effort to revisit each of our courses to ensure that both the CAPEs and CalAPA have been carefully embedded."*

- In all but one case, respondents stated that integrating the CalAPA into their program curriculum was either completed or nearly completed. None of these nine respondents described the integration process as being particularly ominous or counter to their existing program mission and goals
- *“...the knowledge, skills, and abilities within each of the 3 cycles are well aligned with what we are doing... so to bring congruence across the skills and knowledge and abilities that are already being assessed in our courses to the CalAPA has been a strengthening process.”*

5. The technology requirements in Cycle 3 can be especially challenging for some candidates

- Respondents unanimously agreed that the CalAPA does not disadvantage candidates from different racial, ethnic, or gender backgrounds
- However, all but two maintained that the technology requirements in Cycle 3 posed challenges to candidates from rural and/or under-resourced school districts
- *“I know that 90% of the concern and stress and struggle with our students was the logistics of uploading things and doing video taping...but they got past it all. So I imagine that it was probably a steeper learning curve for people in rural areas.”*

6. Cycle 3 is considered the strongest of the three cycles

- While different respondents sometimes praised the attributes of different cycles, all ten agreed that the CalAPA was strongest in assessing instructional leadership (e.g., cycle 3)
- Most pertinent was the perception that cycle 3 most closely mimics the work of principals in general, regardless of school setting or context
- Most respondents reported that their candidates found the Cycle 3 experience to be very well received by volunteer teacher-participants
- As one respondent put it, *“they learned so much together...it was a collaborative experience.”*

7. Implementing CalAPA did not pose inordinate challenges or barriers to programs or their institutions

- Seven respondents reported that implementing the CalAPA did not pose unreasonable barriers or challenges to their institutions
- *“We are a small university and have been able to accept the CAPEs and CalAPA into our program with few barriers. We don’t get bogged down in the bureaucracy.”*

Minority Perspectives:

1. CalAPA fails to address some important CAPEs

- Some respondents felt that the CalAPA failed to address important CAPEs
- *“CalAPA does a good job of covering some of the CAPEs, but we still need to cover the other CAPEs in other ways. The CalAPA is weak in [aligning] vision and mission with the CAPEs.”*
- *“I remain concerned that there is no community-family engagement measure on the (CalAPA).”*

- Despite these concerns, all ten respondents agreed that the CalAPA could not, and should not, address all CAPEs
2. **CalAPA does not adequately address some program requirements or expectations**
 - *“Our program is not really guided by the CAPEs...CAPEs are a subset of much higher expectations that we have...we have our own leadership rubrics that focus on social justice leadership and that requires more than CAPE...From that perspective the CalAPA has been of limited value...we have much higher standards.”*
 3. **Mixed feedback about Cycle 1**
 - Two respondents thought the cycle fell short in terms of addressing CAPEs related to the development and implementation of a vision
 - The cycle doesn’t go far enough in terms of developing an actionable follow-up plan
 - *“The focus in Cycle 1 on acquiring and analyzing data has been especially powerful. These are critical skills.”*
 4. **CalAPA provided the grist for further academic and professional work**
 - *“CalAPA tasks are challenging and thought provoking. One candidate used the data analysis from Cycle 1 as a springboard for a Masters Thesis”*
 - *“...a candidate leveraged the Cycle 1 data analysis into an on-the-job assignment. We found that our candidates often used learning experiences from the CalAPA on the job.”*
 5. **Candidates from non-traditional schools may struggle with CalAPA**
 - Not all candidates may find the CalAPA to be particularly relevant to their workplace contexts and may struggle with its task requirements.
 - This is primarily because CalAPA was designed with an emphasis on traditional public school leadership requirements. In some cases, students in non-traditional settings may experience limited access to administrative support, technology resources, or volunteer teachers.
 - As one respondent pointed out, *“I think that the difficulty is going to be the fair and equitable assessment for charter schools, public schools, incarcerated schools...to where we don’t penalize those who are in a fairly non-diverse (e.g., homogeneous) environment.”*
 6. **The three CalAPA cycles complement each other conceptually and functionally**
 - One respondent made the argument that cycles 1, 2 and 3 actually complimented each other in terms of assessing the more comprehensive nature of the work of instructional leaders.
 - *“...cycles 1, 2 and 3 look at the larger system approach and are related to whole school improvement and instructional leadership.”*
 7. **CalAPA has stimulated changes in program faculty instructional practices**
 - Three respondents agreed that the implementation of CalAPA has stimulated changes in how program faculty think about their own instructional practices

- *“CalAPA has helped us move away from the sage on the stage to guide on the side model of teaching. One challenge is that this type of teaching is alien to many candidates...they’re used to the telling versus reflecting mode.”*

8. CalAPA is too big and too complex

- Two respondents indicated their concern about the size and scope of the CalAPA
- *“I think [CalAPA] is too big [in terms of coverage and content]...the purpose of Cal APA is to do a double check on some of the most important skills...the programs are already expecting to assess candidates on all of the CAPEs...Sometimes I think people have this notion that the CalAPA is the only assessment in principal preparation...actually it’s just one more assessment...not really a comprehensive assessment.”*
- Both respondents agreed that the CalAPA should combine cycles 1 and 2.

Appendix E: CAPE Map for CalAPA Cycles



CalAPA

California Administrator
Performance Assessment

Preamble to the California Administrator Performance Expectations (CAPE): Effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student’s academic success and well-being. California leaders recognize, respect, and utilize each student’s strengths, experiences, and background as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.

Throughout the CAPE, reference is made to “all students” or “all TK-12 students.” This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, culture, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of “all students” applies whenever and wherever the phrase “all students” is used in the CAPE.

California Administrator Performance Expectations (CAPE)	Leadership Cycle 1	Leadership Cycle 2	Leadership Cycle 3
CAPE 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION—Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.			
<p>1A: Developing a Student-Centered Vision of Teaching and Learning—New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Develop a student-centered vision of teaching and learning based on the understanding that the school’s purpose is to increase student learning and well-being. 2. Analyze available student and school data from multiple sources to develop a site-specific vision and mission. 3. Analyze and apply political, social, economic, and cultural contexts to inform the school’s vision and mission. 4. Analyze and align the school’s vision and mission to the district’s goals. 5. Explain how school plans, programs, and activities support the school’s vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student. 6. Communicate the school’s vision of teaching and learning clearly to staff and stakeholders. 	X		

California Administrator Performance Expectations (CAPE)	Leadership Cycle 1	Leadership Cycle 2	Leadership Cycle 3
<p>1B: Developing a Shared Vision and Community Commitment— New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individual and entities within the California education system that shape staff and community involvement. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders. 2. Use effective strategies for communicating with all stakeholders about the shared vision and goals. 3. Promote a community commitment and collective sense of responsibility for enacting the school’s vision, mission, and goals. 	X	X	
<p>1C: Implementing the Vision— New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals. 2. Use the goals in developing and implementing a plan aligned with the school’s shared vision of equitable learning opportunities for all students. 3. Collect, analyze, and use multiple sources of data for ongoing monitoring to determine whether the plan is helping staff and stakeholders move toward the school’s vision. 4. Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision. 5. Facilitate and support school structures, systems, and conditions that offer equal opportunities for all students to succeed. 	X	X	
<p>CAPE 2: INSTRUCTIONAL LEADERSHIP—Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.</p>			
<p>2A: Personal and Professional Learning— New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Use the California Standards for the Teaching Profession (CSTP) for teachers and the CAPEs and CPSEL for administrators to describe and set expectations for growth and performance for staff and for themselves. 2. Involve staff in identifying areas of professional strength and development that link to accomplishing the school’s vision and goals to improve instruction and student learning. 	X	X	X

California Administrator Performance Expectations (CAPE)	Leadership Cycle 1	Leadership Cycle 2	Leadership Cycle 3
<p>3. Assist staff in developing personalized professional growth plans, based on state-adopted standards that identify differentiated activities and outcomes for individual and collaborative learning based on the CSTP, CAPEs, and CPSEL.</p> <p>4. Use resources to support evidence-based practices that staff can apply to solve school-level problems of practice.</p>			
<p>2B: Promoting Effective Curriculum, Instruction, and Assessment—New administrators understand the role of instructional leader and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning. During preliminary preparation, aspiring administrators learn how to:</p> <p>1. Use a range of communication approaches to assist staff and stakeholders in understanding state standards, student assessment processes, and how these relate to accomplishing the school’s vision and goals.</p> <p>2. Establish and maintain high learning expectations for all students.</p> <p>3. Support and promote effective instruction and a range of instructional methods and supporting practices that address the diverse educational needs of all students.</p> <p>4. Identify and use multiple types of evidence-based assessment measures and processes to determine student academic growth and success.</p>		X	X
<p>2C: Supporting Teachers to Improve Practice—New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice. During preliminary preparation, aspiring administrators learn how to:</p> <p>1. Use adult learning theory to design, facilitate, and implement various strategies that guide and support staff members in improving their practice.</p> <p>2. Use state-adopted professional standards (e.g., CAPEs, CPSEL and CSTP) with staff and the community as a foundation to guide professional learning.</p> <p>3. Build a comprehensive and coherent system of professional learning focused on reaching the shared vision of equitable access to learning opportunities and resources and positive outcomes for all students.</p>		X	X
<p>2D: Feedback on Instruction—New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers. During preliminary preparation, aspiring administrators learn how to:</p> <p>1. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to observe classroom planning and instruction in accordance with LEA policy and</p>		X	X

California Administrator Performance Expectations (CAPE)	Leadership Cycle 1	Leadership Cycle 2	Leadership Cycle 3
<p>practices.</p> <ol style="list-style-type: none"> Use the principles of reflective collegial feedback to guide instructional improvement. Provide timely, constructive suggestions about instructional strategies and assessments, available resources, and technologies to refine and enhance instruction and assessment that supports student learning, safety, and well-being. 			
<p>CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT—Education leaders manage the organization to cultivate a safe and productive learning and working environment.</p>			
<p>3A: Operations and Resource Management—New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources. Develop a plan to engage staff and other stakeholders in establishing routines and procedures for monitoring facilities, operations, and resource acquisition and distribution that help maintain a focus on access to learning opportunities and resources and positive outcomes for all students. Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students. Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles. 			
<p>3B: Managing Organizational Systems and Human Resources—New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff. Apply labor relations processes and collective bargaining in California and their application to contract implementation and management at the local level. Use a systems thinking perspective to set priorities and manage organizational complexity; develop schedules and assignments that coordinate human resources, physical space, and time to maximize staff collaboration and student learning; and to engage staff and other stakeholders in using data to help establish, monitor, and evaluate the alignment and effectiveness of organizational processes to meet school goals and provide equitable access to opportunities for all students. 	<p>X</p>		

California Administrator Performance Expectations (CAPE)	Leadership Cycle 1	Leadership Cycle 2	Leadership Cycle 3
<p>3C: School Climate—New administrators understand the leader’s role in establishing a positive, productive school climate, supportive of staff, students and families. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students. 2. Recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. 3. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs. 	X	X	X
<p>3D: Managing the School Budget and Personnel—New administrators know how effective management of staff and the school’s budget supports student and site needs. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Observe classroom planning and instruction in accordance with LEA policy and practices; analyze evidence of teacher effectiveness based on student work and learning outcomes; communicate evaluative feedback effectively, equitably, and on a timely basis to help teachers improve instructional practices and foster positive learning environments. 2. Provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice. 3. Provide staff with timely, constructive suggestions about strategies, available resources, and technologies that support student learning, safety, and well-being. 4. Apply foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations. 5. Assess and analyze student and site needs and use this understanding as a base to support financial decision-making and efforts to prioritize expenditures that support the school’s vision, goals, and improvement plans. 6. Use various technologies related to financial management and business procedures. 7. Collaborate with finance office staff and other stakeholders, as appropriate, to understand, monitor, and report in a clear and transparent manner the school’s budget and expenditures, including financial record keeping and accounting. 			
<p>CAPE 4: FAMILY AND COMMUNITY ENGAGEMENT—Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.</p>			
<p>4A: Parent and Family Engagement—New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement. During preliminary preparation, aspiring administrators learn how to:</p>			

California Administrator Performance Expectations (CAPE)	Leadership Cycle 1	Leadership Cycle 2	Leadership Cycle 3
<ol style="list-style-type: none"> 1. Engage family and community members in accomplishing the school’s vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school. 2. Create and promote a welcoming environment for family and community participation. 3. Recognize and respect family goals and aspirations for students. <p>Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.</p>			
<p>4B: Community Involvement—New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers. 2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school’s vision, plans, and decisions. 3. Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school. 4. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals. 			
CAPE 5: ETHICS AND INTEGRITY—Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.			
<p>5A: Reflective Practice—New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Take responsibility for developing their professional leadership capacity and assess personal and professional challenges as a way to identify areas for self-improvement. 2. Use a professional learning plan to focus personal and professional growth in order to achieve the school’s vision and goals. 3. Seek opportunities for professional learning that address the range of students’ academic, linguistic, cultural, aesthetic, social-emotional, physical, and economic needs. 4. Maintain a high standard of professionalism, ethics, integrity, 	X	X	X

California Administrator Performance Expectations (CAPE)	Leadership Cycle 1	Leadership Cycle 2	Leadership Cycle 3
justice, and equity and expect the same behavior of others.			
<p>5B: Ethical Decision-Making—New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination. 2. Guide staff in examining issues that may affect accomplishment of the school’s vision, mission, and goals, including issues that may be related to race, diversity, and access. 3. Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and address actual and anticipated challenges that can negatively affect student success. 	X	X	X
<p>5C: Ethical Action—New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff. 2. Act with integrity, fairness, and justice and intervene appropriately so that all members of the school community are treated equitably and with dignity and respect. 3. Use personal and professional ethics as a foundation for communicating the rationale for their actions. 	X	X	X
CAPE 6: EXTERNAL CONTEXT AND POLICY—Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.			
<p>6A: Understanding and Communicating Policy—New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors. 2. Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community. 3. Facilitate discussions among staff and the community about 	X		

California Administrator Performance Expectations (CAPE)	Leadership Cycle 1	Leadership Cycle 2	Leadership Cycle 3
<p>aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.</p> <p>4. Operate within legal parameters at all levels of the education system.</p>			
<p>6B: Representing and Promoting the School—New administrators understand that they are a spokesperson for the school’s accomplishments and needs. During preliminary preparation, aspiring administrators learn how to:</p> <ol style="list-style-type: none"> 1. Improve their public speaking, writing, electronic communication, presentation, and advocacy skills. 2. Provide the public with a clear picture of what the school’s mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being. 3. Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful. 4. Involve stakeholders in helping address the school’s challenges as well as sharing in its successes. 	X		

Appendix F: Submission Dates for CalAPA

Submission and Reporting Dates 2018–2019

CalAPA scores for initial submissions and for all retakes are reported on the timelines indicated below. Please note the following:

- Candidates should submit their cycle(s) based on due dates established by their preparation program or certification requirements.
- Candidates should plan to upload and review their files at least 5 days prior to their planned submission date.

To Receive Your CalAPA Assessment Results Report On:	Submit Your Cycle by 11:59 p.m. Pacific Time On:
November 29, 2018	October 18, 2018
December 20, 2018	November 15, 2018
January 3, 2019	December 13, 2018
January 31, 2019	January 10, 2019
February 28, 2019	February 7, 2019
March 28, 2019	March 7, 2019
April 11, 2019	March 21, 2019
May 9, 2019	April 18, 2019
June 6, 2019	May 16, 2019
July 3, 2019	June 13, 2019
August 8, 2019	July 18, 2019
September 12, 2019	August 22, 2019

The first reporting date for the 2019-2020 program year will be October 17, 2019 with a September 26, 2019 submission deadline.

For more information about the CalAPA, please visit ctcpa.nesinc.com.