CalAPA Program Coordinator

Update Webinar

April 29, 2020

COMMISSION ON TEACHER CREDENTIALING

Welcome and CTC Introductions

California Commission on Teacher Credentialing

Amy Reising   Director of Performance Assessment Policy and
Development

Wayne Bacer   Consultant, Performance Assessment Development

James Webb   Consultant, Performance Assessment Development

Gay Roby   Consultant, Professional Services Division

Eval Systems Introductions

Evaluation Systems group of Pearson

Mary Murray Autry   Senior Area Director

Charlotte Walker   Test Development Manager

Tina Frushour   Program Manager

Laurie Thornley   Program Manager

Online Learning Consultant

Lara Kassab   CalTPA Lead Assessor, SJSU

Webinar Norms

1. Use the mute button at your site to prevent transmitting background noise.

2. Use the chat feature to post questions.

3. Keep questions to a general focus rather than program specific.

4. Avoid multi-tasking during the webinar to ensure that you hear all information that is presented.

5. Honor time for both participants and presenters.

Use Chat for Questions

◦ Please type only topic-appropriate questions in the chat….check the agenda for topics to be covered.

◦ CTC/ES staff will periodically pause and answer questions for the topic currently be presented. There will be a "ask anything" question time at the end.

◦ This webinar will be recorded and archived on the [CTC's YouTube channel](#)

Agenda

- [CTC COVID-19 Guidance Documents and Resources](#)

- Commission Action (April 23/24, 2020) & PSA 20-04

- Program Sponsor-Variable Term Waiver (PS-VTW)

- CalAPA FAQ

- CalAPA Scoring Update: Data At a Glance

- Guidance for Completing the CalAPA in Synchronous Online Settings

- Upcoming CalAPA Support Events, Contact Information

General CTC COVID-19 Guidance

COVID- 19 Guidance and Resources

For ongoing, updated information from the Commission, please consult:

1) the dedicated COVID-19 webpage on our website

2) PSD-eNews, published each Friday - Subscribe

3) PSA 20-04 NEW!

4) CTC YouTube Channel

Candidate Questions

- To assist candidates with receiving timely responses to their answers to questions, please:

  - Share CTC's COVID-19 guidance and resources with candidates.

  - Share your program's internal COVID-19 communications with candidates.

  - Instruct candidates to contact **YOU** first (their program director and/or faculty) for questions pertaining to the impacts of COVID-19 on completion of their program requirements.

Program Coordinator Questions

General or COVID-19-related CalAPA Policy questions: CalAPA@ctc.ca.gov

Technical CalAPA administration questions: es-CalAPA@pearson.com

Technical submission questions: http://www.ctcexams.nesinc.com/Contacts.aspx

CalAPA Program questions: CalAPA@ctc.ca.gov

General Guidance

The Commission is:

- closely monitoring the status of the Coronavirus (COVID-19) and the impact of school and university closures on candidates enrolled in educator preparation programs (EPP).

- particularly concerned about candidates' ability to complete EPP during this academic year.

- looking for ways to mitigate this situation.

Passage of CalAPA in "Regs"

- Passage of the Commission-approved administrator performance assessment is a requirement for licensure in California.

- The Commission is not able to waive this requirement

- As a professional standards board and licensing agency, the Commission is responsible for ensuring candidates have demonstrated competence prior to earning a license.

- Consistent with practice in other professions, maintaining the standards for the profession remains a high priority for the Commission

CalAPA Synchronous Online Learning Settings

- The Commission and Evaluation Systems will work with assessors to strengthen their preparation to evaluate APA responses that include evidence collected through online settings.

- At this point, there is no restriction regarding the use of online settings in any cycle of the APA

Scenario 1: Description

Candidates are able to finish coursework, fieldwork & CalAPA by Sept 1, 2020

- This may be possible with modifications.
- Course-embedded demonstrations of the California Administrator Performance Expectations (CAPE) are under the purview of preparation programs, and Administrator Preparation Programs will have flexibility to modify and adapt as they see fit.
- The guiding principle for making modifications should be whether candidates can demonstrate to their preparation programs that they have developed key CAPE skills and knowledge to draw on when they begin an administrator position.

Scenario 1: Documenting Changes

- Programs will be asked to provide a summary (no more than five (5) pages) of how they have modified coursework and program-level assessments due to COVID-19.

- There is no need for programs to update their Course Matrix to identify how these modifications were made during this time period.

- Candidates are to assemble sufficient evidence to develop their CalAPA, as jointly determined by the program and the candidate

Scenario 2: Description

Candidates are able to finish coursework, but UNABLE to complete fieldwork and/or the CalAPA by September 1, 2020

- Programs with candidates in this situation can modify coursework as outlined in Scenario 1 above.

- In addition, the program may submit a written request to the Commission that their candidate(s) be eligible for a Program Sponsor Variable Term Waiver based on the emergency health and safety restrictions arising from COVID-19.

- The process for requesting a PS-VTW will be available soon

Q & A: General Guidance

April 23-24, 2020 Commission Action

Commission Items: April 23, 2020

3A Action Appeals and Waivers

Consideration of Actions to Assist Applicants, Educators, and Credential Candidates Impacted by Emergency Health and Safety Conditions Related to COVID-19

4A Action Educator Preparation Committee

Flexibility for Commission Approved Educator Preparation Programs Due to the COVID-19 Crisis

4 Staff Recommendations for Agenda Item 3A

1) Authorize the Deferral of the Basic Skills Requirement
2) Identify Hardships Related to COVID-19 as "Good Cause" for Extensions
3) Authorize Renewals of Clear Credentials
4) Authorize the Issuance of Program Sponsored-Variable Term Waivers (PS-VTW) for Credential Candidates.

Authorize Commission-Approved institutions to submit one-time requests for reissuance of such waivers when candidates have shown continued progress towards completion of the preparation program.

Commission Approval for Agenda Item 3A

The Commission approved all 4 recommendations in Item 3A, and approved the option for programs to submit one-time requests for reissuance of the PS-VTW for candidates who have shown continued progress towards completion of the preparation program.

All programs who applied for the PS-VTW were approved. Additional requests may be submitted for upcoming CTC Commission meetings.

Go to the CTC website for the full agenda item: www.ctc.ca.gov

Staff Recommendations for Agenda Item 4A: g and h

Teacher and Administrator Induction

g. Affirm that the 2019-20 year of participation in induction is a full year. Includes first and second year candidates.

h. Suspend precondition that requires a candidate to hold a preliminary credential to enter Induction. Candidates on a PS-VTW could enter Induction. Intern candidates in good standing and on target to complete program requirements by September 1, 2020 are eligible to join an induction program as well.

Staff Recommendations for Agenda Item 4A: k

Preliminary Administrator Preparation and CalAPA

k. Postpone the CalAPA standard setting study to Spring 2021 and maintain the current passing standard for the 2020-21 year.

- Cycle 1: 14 points
- Cycle 2: 12 points
- Cycle 3: 12 points

Commission Action: Agenda Item 4A

The Commission approved all recommendations in Item 4A (a-k).

Go to the CTC website for the full agenda item.

PSA 20-14

Posted on April 28th at 5:00 pm, this PSA outlines all the flexibility recommendations approved by the Commission in items 3A and 4A.

Q & A: Commission Action

Program Sponsor Variable Term Waiver (PS-VTW)

Details of the PS-VTW

- Preliminary preparation programs submit the necessary waiver application and required documentation for each of their candidates who have secured an administrative position and need a PS-VTW. The waiver form will be available **June 1, 2020.**

- Once the PS-VTW is issued, it gives the candidate one year of additional time to complete the remaining credential requirements, while also authorizing the individual to provide the administrative services associated with their ASC credential.

The PS-VTW related to COVID-19 is most appropriate for the following credential areas:

- Preliminary Multiple and Single Subject
- Preliminary Education Specialist
- Preliminary Administrative Services
- PPS -School Counseling
- PPS - School Psychology

- PPS - School Social Work
- Teacher Librarian
- School Nurse
- Adapted Physical Education
- Speech-Language Pathology
- Any other program that has clinical practice requirements that cannot be met due to COVID-19

The PS-VTW related to COVID-19 is not needed for:

- Institutions sponsoring **induction** programs for teachers or administrators do not need to apply for a PS-VTW at this time.

- Institutions sponsoring **intern** programs are able to request a one-year extension, and do not need to rely on the PS-VTW process.

Criteria for a PS-VTW

Programs may submit a waiver request for each candidate who has been impacted by COVID-19 public health crisis, **AND** who were:

- Making appropriate progress towards completion of their program requirements;
- On track to complete their preparation program by Sept. 1, 2020; and
- Not able to complete one or more of the following (to be verified in writing by the Commission-approved program upon application):
  - Required fieldwork hours
  - Required coursework
  - Required performance assessment

Subsequent PS-VTW Criteria

- Because the current public health crisis is evolving on a weekly basis, it is impossible to predict whether candidates eligible for the COVID-19 PS-VTW would be able to complete all program requirements within the one-year term of a waiver.

- In the event that such hardships continue to be ongoing beyond the one-year term of a PS-VTW, the Commission could allow the re-issuance of the PS-VTW as outlined in CCR section 80124 and with verification from the program that the candidate made sufficient progress towards completion of the program during the one-year term of the initial waiver.

Q & A: PS-VTW

CalAPA FAQ

FAQ 1 Regarding CalAPA Requirements

1Q.   Will candidates still be required to complete the CalAPA?

Yes. Completion of the CalAPA is required by regulation for all preliminary administrator candidates before they can be recommended for a preliminary credential. Candidates who cannot complete the CalAPA during this academic year due to lack of access to an appropriate clinical/fieldwork experience may be granted a Variable Term Waiver by the Commission upon request of their preparation program as described below. Candidates must be affiliated with a Commission-approved program to be eligible to complete an approved CalAPA. If a candidate is issued a VTW by the Commission they will be able to secure employment as a school administrator and will have one year to complete their CalAPA.

FAQ 2 Regarding CalAPA Requirements

2Q. What is a program's responsibility to candidates who are completing their CalAPA while employed on a PS-Variable Term Waiver?

Programs are expected to support the candidate during this time as required in Preliminary Administrator Program Standard 7. Program level support may be provided through distance learning as candidates may not be employed near the preliminary administrator preparation program. There may be an appropriate role for on-site support to the candidate provided by the coach they are assigned to during induction. More detail about supporting a candidate on a PS-VTW while they complete the CalAPA will be forthcoming.

FAQ 3 Regarding CalAPA Requirements

3Q. Due to school closures, can candidates change venues, or complete their CalAPA requirements in an online setting?

Yes. Determinations regarding the appropriate site for a candidate's clinical practice/fieldwork must be made by their program. Programs and candidates should take into consideration, the range of TK-12 online instructional settings being created, as well as student, teacher and administrator accessibility, and cycle requirements. A candidate must continue to receive appropriate support from their program for their clinical practice.

FAQ 4 Regarding CalAPA Requirements

4Q.   What are the Commission's expectations for candidates completing CalAPA requirements in an online setting?

All CalAPA submissions must meet the requirements specified in the CalAPA assessment guides. There is no restriction regarding the use of online setting in any cycle of the APA. Programs must work with candidates to determine whether an online setting is suitable for completing their assessment. A key issue will be whether the candidate can obtain sufficient video evidence to support development of their CalAPA in an online setting. A second key issue will be that the candidate can be adequately supported and supervised by the program as they develop their CAlAPA.

FAQ 5 Regarding CalAPA Requirements

5Q. Due to disruptions, will additional dates for submission of materials be added?

Commission staff are working closely with Evaluation Systems group of Pearson to add additional submission deadlines for CalAPA candidates. If necessary, additional dates may be added later this year. All dates for the CalAPA will be posted on the California Educator Credentialing Assessment website as they are identified.

FAQ 6 Regarding CalAPA Requirements

6Q.   Will there be significant delays in scoring CalAPA assessments?

At this time, candidates can expect a three-week processing time for score reports for CalAPA. All published spring submission dates are available to candidates. All current and additional dates for the CalAPA will be available on the California Educator Credentialing Assessment website as they are identified.

FAQ 7 Regarding CalAPA Requirements

7Q.   How long do consequential candidates have to complete their CalAPA submissions?

Consequential candidates for CalAPA currently have one year from the date of registration to submit their completed responses for the CalAPA. In support of those candidates who may need more time to submit due COVID-19, on April 6, 2020 Evaluation Systems group of Pearson will set all open CalAPA registrations (e.g. a consequential candidate who is currently registered but not yet completed) to expire on December 5, 2021. Information as it becomes available will be posted for the CalAPA on the California Educator Credentialing Assessment website.

FAQ 8 Regarding CalAPA Requirements

8Q. Can CalAPA candidates withdraw if they believe they will be unable to complete their response before the deadline?

Yes. Candidates who have registered for CalAPA but have not yet submitted may withdraw their registration and receive a partial refund if the request is submitted within one year of the candidate's registration date. Information on withdrawal and re-registration can be found for the CalAPA on the California Educator Credentialing Assessment website.

FAQ 9 Regarding CalAPA Requirements

9Q. Will submission dates change for non-consequential CalAPA candidates?

The CalAPA non-consequential policy requiring all cycles to be completed by December 31, 2020 will stay in place and programs are expected to continue support to these candidates as appropriate given spring school closures. All non-consequential candidate registrations are active through December 31, 2020. However, if a candidate needs extra time to complete their non-consequential CalAPA due to COVID-19, programs can contact the CTC to request an extension of policy for a candidate.

FAQ 10 Regarding CalAPA Requirements

10Q. Why would a CalAPA candidate need a Program Sponsor Variable Term Waiver (PS-VTW)?

10A. The VTW will allow the candidate to be eligible for administrative employment while completing Preliminary Administrative Services Credential (PASC) requirements. The candidate will participate in an induction program, with the focus of their first individual induction plan (IIP) being their unfinished CalAPA cycles.

FAQ 11 Regarding CalAPA Requirements

11Q. What about CalAPA candidates who are not employed?

11A. For candidates who are not employed in the summer or fall of 2020, they may continue their preliminary preparation program once schools are open and available, completing program requirements (coursework, fieldwork, performance assessment) and earning a certificate of eligibility.

FAQ 12 Regarding CalAPA Requirements

12Q. Are programs allowed to adjust the requirements of the CalAPA to meet candidates' current situations?

12A. Programs are able to adjust program processes as long as the requirements of the program, as specified in the Program Standards, are met. Video recordings of online meetings are acceptable for cycles 2 and 3 evidence as long as permissions are aligned with school and district policies.

FAQ 13 Regarding CalAPA Requirements

13Q. What guidance may I provide my candidates who are attempting to complete CalAPA cycle 2?

13A. Candidates completing cycle 2 may be able to complete their current submission if the Community of Practice is able to meet via electronic platforms and the selected strategy can be implemented and monitored during its early implementation. Others may find it easier to start the cycle over, with a different problem of practice that is doable given an online setting. Some may find that completion of the cycle is impossible due to school closures; for these candidates, the VTW is the best option.

FAQ 14 Regarding CalAPA Requirements

14Q. What guidance may I provide my candidates who are attempting to complete CalAPA cycle 3?

14A. Candidates completing cycle 3 may work with their volunteer teacher, who has permission to teach in an online setting, to observe an authentic lesson and discuss professional practice. Should online teaching not be allowed at the volunteer teacher's school/district, a candidate and/or program can secure a different volunteer who is allowed to video record. If no volunteer teacher can be found who has permission to work in an online setting, the candidate will need to wait to complete the cycle at a later time and move forward with securing a PS-VTW.

FAQ 15 Regarding CalAPA Requirements

15Q. How will I know if additional options of support for CalAPA candidates are provided?

15A. New developments will be posted on the Commission's COVID-19 Information for Stakeholders webpage, which is updated regularly.

FAQ 16 Regarding CalAPA Requirements

16Q. How will CalAPA submissions using online strategies be assessed?

16A. All submission received with evidence of online meetings or instruction will be scored by lead assessors who have received training and guidance in this area.

Q & A: FAQ

What We Have Learned About the 2019-2020 CalAPA Administration

2019-2020 Year to Date Submission

Cycle 1: Analyzing Data to Inform School
       Improvement and Promote Equity   1,371

Cycle 2: Facilitating Communities of Practice   1,140

Cycle 3: Supporting Teacher Growth   1,015

For a total of 3,526

Remaining 2019-2020 CalAPA Submission Windows

- Submit your cycle by 11:59 p.m. PT on May 21, 2020 to receive your assessment results on June 11, 2020

- Submit your cycle by 11:59 p.m. PT on June 18, 2020 to received your assessment results on July 9, 2020

- Submit your cycle by 11:59 p.m. PT on July 2 2020 to receive your assessment results on July 23, 2020

Scoring Submissions in Synchronous Online Settings

- CTC, expert consultants, and lead assessors have developed guidance for scoring online settings.
- Submissions are currently consensus scored by lead assessors
- Submissions not meeting the passing standard due to online setting are escalated and reviewed
- Lead assessors developing assessor training curriculum
- Assessors will attend an online training and calibrate on an online setting submission before scoring these submissions

Guidance for Completing the CalAPA in Synchronous Online Settings

4 CalAPA Candidate Options

1) Complete cycles using evidence collected prior to COVID-19

2) Complete cycles in online synchronous settings

3) Program applies for PS-VTW; complete next academic year while enrolled in approved Induction Program

4) Stay affiliated or enrolled in Administrator Preparation Program and earn the Certificate of Eligibility (CE) upon completion of your preliminary program requirements

General Requirements and Considerations

- There are no restrictions regarding the use of online synchronous settings to complete any of the CalAPA cycles.

- All assessment requirements must be met regardless of instructional setting.

- Candidates and individuals actively participating must be visible in the video clips.

- Uploaded video clips must be continuous and unedited, with the following exceptions:
  - Covering or removing participant names to protect privacy is not considered a video edit.
  - Closed captioning may be turned on to enhance audio intelligibility.

- Candidates should adhere to all school or district guidelines for recording in online settings and continue to ensure that appropriate permissions are in place.

Cycle 1.1 Requirements Considerations

- Candidates must continue to provide at least one quantitative data source across three years. With current school closures, this may require assistance from school principles to access any local, school-based data that may exist in electronic formats.

- Candidates must continue to provide at least three qualitative data sources. While onsite observation may no longer be viable, qualitative data can still be collected through other means such as electronic surveys, online focus group discussions, and one-on-one stakeholder interviews.

Cycle 1.2 Requirements and Considerations

- Candidates must continue to solicit feedback on their proposed strategies to address their identified problem statement from their supervisor or other key stakeholders. This feedback can be obtained via phone or video conference, and, with participant consent, recorded for future reference.

Cycle 2.1 Requirements and Considerations

- Candidates must continue to investigate the role of collaborative professional learning at the school site. With current school closures, this may require setting up phone calls with one or more school administrators and/or teachers.

- Candidates must continue to conduct a preliminary planning meeting and a **minimum of three implementation meetings** with their communities of practice. These meetings may be conducted in an online setting, provided the virtual meeting platform being used can capture the required video evidence.

Cycle 2.2 Requirements and Considerations

- *Implementation Meeting Minutes and Agendas* should be about the initial results and feedback on the implementation process and not about the planning of the implementation.

- With current school closures, it may be necessary for the Community of Practice to shift implementation strategies or select a different problem of practice that can be addressed remotely.

Cycle 2.3 Requirements and Considerations

- Candidates should plan ahead to utilize intentional strategies for capturing co-facilitation activities such as building consensus, maintaining focus and energy, and documenting agreements and decisions as they may not be as evident as in a face to face meeting (e.g., thumbs up with a discussion, paraphrasing, chat features with discussion, call the names of the members during discussion, asking clarifying questions).

Cycle 3.1 Requirements and Considerations

- Candidates must continue to investigate the current coaching and observation practices at the school site. With current school closures, this may require setting up phone calls with one or more school administrators and/or teachers.

- Candidates must continue to conduct pre- and post-observation meetings with their volunteer teacher. These meetings may be conducted in an online setting, provided the virtual meeting platform being used can capture the required video evidence.

Cycle 3.2 Requirements and Considerations

- The focused classroom observation must be of a synchronous lesson with the volunteer teacher delivering instruction and engaging with student(s) in real-time. The lesson may be conducted and recorded in an online setting. The video may include only the volunteer teacher and audio of the students in order to protect the privacy of the students.

- The observation video must be referenced during the post-observation meeting, but the candidate and volunteer teacher do not need to be seen watching the video in any of the required video clips.

- Candidates must continue to collect and submit at least one example of a student work product from the lesson that is used in the post-observation meeting.

Technology Tips 1.1 for Candidates

- Test technology before first recording and practice before recording for the submission

- Virtual instruction platforms (e.g., Zoom) must support the ability to record candidate and individuals who are actively participating for the purpose of generating the required video evidence, and/or external cameras may also be used

- Gallery view is recommended if technology has this feature.

Technology Tips 1.2 for Candidates

• If using an external camera, ensure there is no glare on the screen that would prohibit clearly viewing the video. Be sure to include clear images and audio of both the candidate AND participating individuals.

• Candidate's should identify themselves so that it is clear who the candidate is and who the other participants are.

• A resource page of online tools and tutorial links will be posted to www.ctcexams.nesinc.com

Example of Video Showing both
the candidate and the CoP members

Video picture showing all CoP members on computer screen
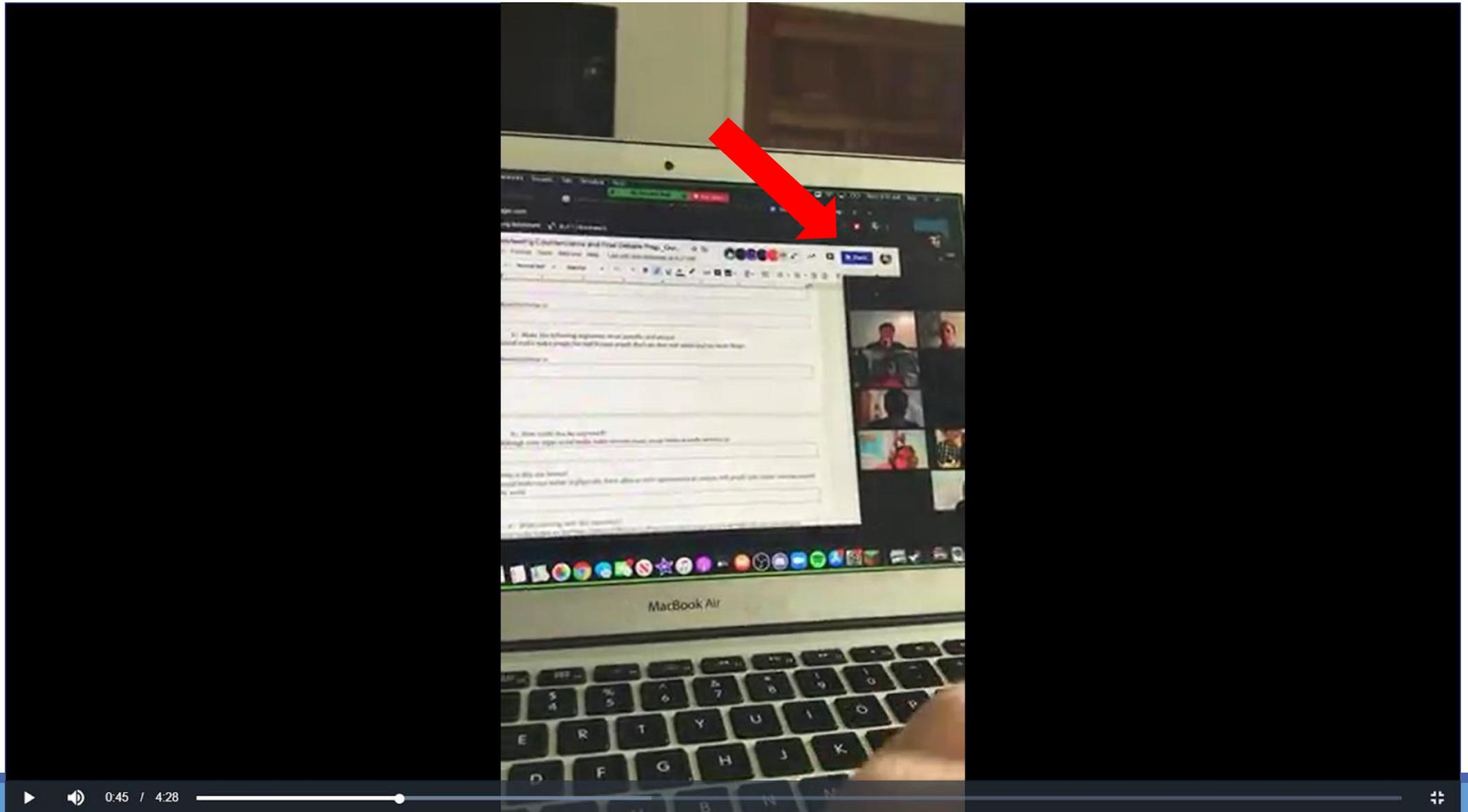
Q & A: CalAPA Guidance

CalAPA Event Updates

CalAPA Regional Faculty Workshop

The April **CalTPA Regional Faculty Workshop** will be rescheduled to a later date this spring or summer.

Watch PSD E-News for updates.

CalAPA Coordinators Meeting and Implementation Conference

The **CalAPA Coordinators Meeting** will be held online on Wednesday, June 3rd from 8:30 a.m.-12:00 p.m.

The **CalAPA Implementation Conference** has been postponed and will likely take place online later this summer (July or August)

Watch PSD E-News for updates

CalAPA Virtual Think Tanks

Virtual Think Tanks are usually held the last Friday of every month from 1:00 p.m.-2:00 p.m.

Next Presentation is May 29th - Strategies for Having Evidence-based "Courageous Conversations" to Guide Teacher Practice Through Coaching

More topics to be announced for June and beyond. Watch PSD-E News for more information.

CalAPA Virtual Office Hours

The Commission continues to host weekly virtual office hours to provide programs the opportunity to pose questions to CTC staff.

CalAPA Office Hours are held every Thursday at 11:00 a.m.

See PSD E-News for more information

Additional COVID- 19 Resources

LEARNING POLICY INSTITUTE
Research. Action. Impact.

Learning in the Time of COVID-19

Online Learning Resources for Educators

Online Learning Resources for Parents

Social-Emotional Learning Resources

Resources for Supporting Students With Exceptional Needs

Resources for Supporting English Learners

Final Q & A

Contact Information

General or COVID-19-related Policy questions:

  CalAPA@ctc.ca.gov

Technical PA administration questions:

  exams@nesinc.com

Technical submission questions:

  customerservice@nesinc.com

 Administrative Services Credentialing Program questions:

  CalAPA@ctc.ca.gov

Thank you for attending

Technical questions: es-calapa@pearson.com

Policy questions: areising@ctc.ca.gov, groby@ctc.ca.gov, jwebb@ctc.ca.gov

ES Website: www.ctcexams.nesinc.com