



CalAPA
California Administrator
Performance Assessment

Performance Assessment Guide

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



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Cycle Directions and Rubrics, **Version 06**

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 Birth–22 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, gender expression, 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 and English learners. This inclusive definition of “all students” applies whenever and wherever the phrase “all students” is used in the CAPE and in the CalAPA cycles (steps, rubrics, and CalAPA Glossary).

*The purpose of the California Dyslexia Guidelines is to assist regular education teachers, special education teachers, and families in identifying, assessing, and supporting students with dyslexia.

All information about the CalAPA program can be found on the [California Educator Credentialing Assessments website](#). The website includes assessment information, registration and registration support, information on requesting reasonable accommodations for alternative testing arrangements, and preparation materials including instructions on using the Pearson ePortfolio system and video annotation tool. For technical questions related to Cycle 1, see the [Contact Us page](#) on the California Educator Credentialing Assessments website.

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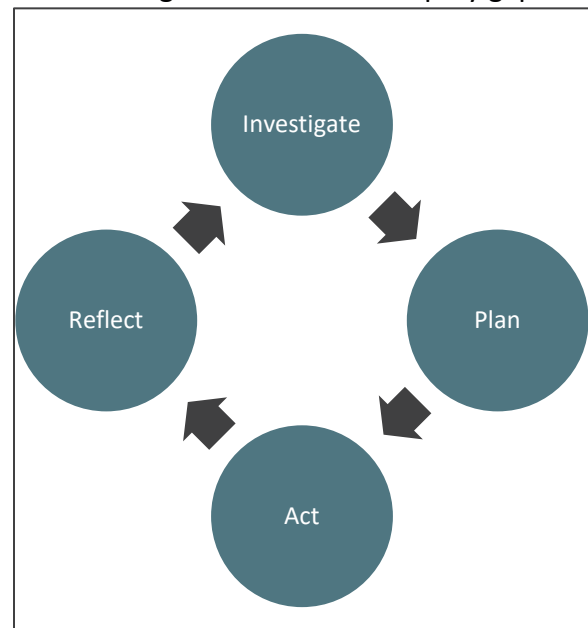
Overview

Effective [equity-driven educational leaders](#)¹ develop a collective vision through the use of multiple measures of data that focus on equitable access, opportunities, and outcomes for all students. Collaborative leadership skills related to developing a vision for equity are identifying, collecting, and analyzing multiple sources of longitudinal [quantitative](#) and [qualitative data](#) to inform school improvement.

Leadership Cycle 1 focuses on analyzing multiple sources of school data for the purpose of identifying a single equity gap for a group of students at your school. The California Department of Education has state and local measures for each local control funding formula priority area. The six state [indicators/measures](#)² are chronic absenteeism, suspension rate, [English learner](#) progress, graduation rate, academic performance (all grades³), and college/career readiness for schools in the [California School Dashboard](#).⁴ You will choose one state indicator to inform equitable improvement for a group of

students that aligns with your school's vision, mission, and/or goals.

Within the cycle of *investigate, plan, act, and reflect*, you will collect and analyze multiple sources of longitudinal quantitative and qualitative data. After completing an [equity gap analysis](#) based on the data collected, you will determine [institutional](#) and/or [structural](#) factors that may be contributing to the identified equity gap.



¹ The first reference of a term in each section of this guide is hyperlinked to its corresponding definition in the CalAPA Glossary. To navigate to the glossary definition, click the hyperlinked word. To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

² The California Department of Education uses the terms "indicators" and "measures" to reference chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, and college/career readiness as both indicators and measures. Throughout this cycle, the term "indicator" will be used.

³ Smarter Balanced Assessment Consortium (SBAC) data include grades 3–8 and 11; however, if longitudinal student academic performance data for other grades are available for your school, you may use those data.

⁴ California's new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population (<https://www.cde.ca.gov/ta/ac/cm/>).

Based on contributing factors, develop a [problem statement](#) to frame an educational need for the [student group](#). To address the problem statement, you will develop potential strategies that might be used for equitable school improvement. Next, you will solicit targeted feedback from a key stakeholder(s) and adjust your proposed strategies accordingly. At the conclusion of this leadership cycle, you will reflect on your capacity to be an equitable leader and identify areas for growth to further develop.

Data Analysis Process: Moving from a California State Indicator to a Specific Equity-Based Problem Statement

The graphic below outlines the steps you will move through in Cycle 1.



Leadership Cycle 1 includes four specific steps to be completed in order: investigate, plan, act, then reflect.

- ❖ **Step 1: Investigate.** Investigate the vision, mission, and/or goals at your school and document your findings. Select one [California state indicator](#) (chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, or college/career readiness) and collect related quantitative data for this indicator across three years for your school. From the quantitative data analysis, identify one student group to study. Collect qualitative data to further understand potential equity gap(s), and then conduct an equity gap analysis for the identified student group.
- ❖ **Step 2: Plan.** Identify potential contributing factors (institutional and/or structural) and develop a problem statement, defining a specific area of educational need related to equity for the student group.
- ❖ **Step 3: Act.** Using the problem statement and area of educational need, develop potential strategies for equitable student and school improvement. Gather targeted feedback from a key stakeholder(s) about the feasibility of your proposed strategies and adjust them accordingly.
- ❖ **Step 4: Reflect.** Reflect on your leadership capacity to analyze multiple sources of data, conduct an equity gap analysis, determine contributing factors, develop a problem statement, and identify and adjust potential strategies to inform school improvement and equity for all students.

The directions for **Step 1: Investigate** ask you to select one California state indicator of interest to guide the beginning of your analysis of quantitative data. When selecting an area, be mindful of any bias you may bring to thinking about educational issues for these six priority areas. California state indicators include chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, and college/career readiness. The goal is for you to gain a broad understanding of the needs of students at the school, from an asset-based mindset, and then to focus more specifically on one group as you gather qualitative data and conduct an equity gap analysis.

Longitudinal data analysis should be conducted with an awareness of the contextual setting, the educators and students involved, and the larger school community. While you may think a particular need is evident at a school, it is not until you analyze data and identify patterns and trends across multiple years that you begin to understand and collect evidence of the range of actual student needs.

Be careful to not allow any preconceived understandings or personal preferences to influence your determination of an equity gap.

Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 1: Investigate (template provided in ePortfolio system)</p>	<ul style="list-style-type: none"> Investigate the vision, mission, and/or goals at your school and document your findings. Choose a California state indicator of interest (chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, college/career readiness). Collect related quantitative data for this indicator for the school across the three most recent years of data (most recent year, second most recent year, and third most recent year). Identify and select one specific group of students to further investigate (e.g., female English learners). Identify and collect three sources of qualitative data to further investigate the equity issues for this student group. Based on your data analyses, conduct an equity gap analysis, citing research, for the student group. 	<ul style="list-style-type: none"> Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (no more than 5 pages of responses to prompts, exclusive of data tables)
<p>Step 2: Plan (template provided in ePortfolio system)</p>	<ul style="list-style-type: none"> Based on your equity gap analysis, determine potential contributing factors (institutional and/or structural) influencing the equity gap you have identified for the group of students. Based on your equity gap analysis and potential contributing factors you have determined for the group of students, <ol style="list-style-type: none"> identify a related educational area of need at the school and develop a problem statement. 	<ul style="list-style-type: none"> Part B: Written Narrative: Contributing Factors and Problem Statement (no more than 5 pages)
<p>Step 3: Act (template provided in ePortfolio system)</p>	<ul style="list-style-type: none"> Based on the problem statement and identified area of educational need, develop potential strategies for equitable student and school improvement. Solicit targeted feedback from a key stakeholder(s) regarding the feasibility of your proposed strategies to address the single equity gap for a group of students. Explain how you would adjust your proposed strategies for equitable student and school improvement based on the targeted feedback you received. 	<ul style="list-style-type: none"> Part C: Written Narrative: Planning for School Improvement and Promoting Equity (no more than 5 pages)
<p>Step 4: Reflect (template provided for written narrative only in ePortfolio system)</p>	<p>Reflect on your work in Leadership Cycle 1 in terms of your leadership capacity to identify potential contributing factors and strategies to address a single equity gap for a group of students at the school, and reflect on what strengths you would like to further develop in this area of equitable leadership.</p>	<ul style="list-style-type: none"> Part D: Reflective Narrative (no more than 5 pages of written or no more than 5 minutes of video explanation)

Step 1: Investigate

I. School Vision, Mission, and/or Goals

Directions: Investigate the vision, mission, and/or goals at your school. Complete Section I of the Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis Template provided by documenting your findings.

II. Initial Data Collection

Directions: Select one of the six [California state indicators](#) (chronic absenteeism, suspension rate, [English learner](#) progress, graduation rate, academic performance, college/career readiness) related to a student learning or [well-being](#) equity issue at your school.

You must choose one of the California Department of Education identified six state indicators (chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, college/career readiness) in order for your submission to meet the requirements.

Collect and analyze related [quantitative data](#) for this indicator for the school across the three most recent years (i.e., most recent year, second most recent year, third most recent year). Data sources may include but are not limited to the [California School Dashboard](#), the [Local Control and Accountability Plan \(LCAP\)](#), [Ed-Data](#), or the [School Accountability Report Card \(SARC\)](#).

If you do not have three years of quantitative data for the California state indicator you have identified, you are required to choose another indicator that does have three years of data.

Examples of possible quantitative data include the following:

- student performance data (e.g., grades or promotion rates; end-of-course assessment scores; course completion rates; career pathway enrollment, completion, and dropout rates; interim or periodic assessment scores; graduation and college-going rates)
- student engagement data (e.g., attendance rates; program participation rates, such as AP course enrollment)
- teacher qualifications data (e.g., years of teaching, length of time at the school, assignment monitoring data)
- school characteristics (e.g., average class size, demographic data, school budget)
- school, teacher, and student/family/guardian culture data (e.g., culture and climate data)

Analyze the data you have collected for the selected California state indicator. Identify equity patterns and/or trends within the data across the three most recent years of data to choose one specific [student group](#) to further investigate.

Complete Section II of the Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis Template provided.

III. Extended Data Collection

Directions: Based on your analysis of quantitative data for the indicator and your one selected student group, identify, develop, and collect a range of at least three sources of [qualitative](#) or other data (e.g., responses from interviews with students, faculty, or families/guardians; notes from observations; [document analysis](#)) to further investigate the equity issues for this student group.

Before you begin to collect qualitative data to investigate the equity issues for this student group, what insights are you seeking to gain from each of the sources you have identified? Determine which individuals (e.g., teacher leaders, parent/guardian organization leaders, community leaders) can help you carry out the qualitative data collection strategies you have chosen. Apply [evidence-based practices](#) for qualitative data collection strategies (e.g., interviews, observations, surveys).

Complete Section III of the Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis Template provided. Identify each of the three qualitative sources you have chosen, and record and analyze the qualitative data you have collected from each source.

Examples of qualitative data sources include the following:

- conducting observations in and around the school, including classroom visits, as well as focus groups or surveys with students, teachers, families/guardians, and other representative stakeholders
- auditing school processes and practices (e.g., teaching practices, academic intervention, course offerings, class schedules, family/guardian participation, professional development opportunities, school budget) and examining evidence of effectiveness that relates to the identified priority area of need
- gathering further input from key stakeholders (e.g., school leaders, teachers, students, families/guardians, and community members) about the strengths, interests, and needs of all students, including the identified student group
- examining student school culture (e.g., course taking, extracurricular activities, discipline practices, indicators related to the academic and social environments at the school, student engagement improvement efforts) to identify opportunities for improvement and equity related to the identified California state indicator and identified student group

IV. Equity Gap Analysis

Directions: Respond to the following prompts in Section IV of the Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis Template provided to explain the decisions that you made regarding data collection and analyze the quantitative and qualitative data you collected. Cite research that supports your analysis as appropriate. Additionally, the equity gap analysis should explore the gap between resources and outcomes culminating from the quantitative and qualitative analyses.

When citing relevant research, embed your citations directly within your written responses. Do not provide citations in a separate list.

Reflecting upon your current research, what supports your analysis of data and identification of a single equity gap for a group of students?

1. Share your analysis for the specific quantitative data that you included in Section II of the Data Collection and Equity Gap Analysis template and your rationale for collecting it. How are these data relevant to understanding equity issues at the school for student groups?
2. Describe the three qualitative or other data sources that you included in Section III of the Data Collection and Equity Gap Analysis template. How did these sources provide more information about this student group for the California state indicator?
3. What patterns and/or trends related to the California state indicator and student group equity issues did you find in the qualitative data? How do they relate to the quantitative data patterns and/or trends?
4. Define the equity gap you have identified for a student group through your quantitative and qualitative data analyses. Discuss related research and explain how this research informs and/or supports your [equity gap analysis](#) finding for the California state indicator and student group you have identified.
5. How is the equity gap you have identified for a student group at your school related to specific components of the school's vision, mission, and/or goals?

Equity gap analysis. The process of identifying discrepancies between resource allocations and outcomes for previously identified underserved students specified in school site/district improvement plans and actual performance in relation to those measures. Results of an equity gap analysis may show, for example, a lack of monitoring for effectiveness; that data are incomplete or insufficient, and require more qualitative data such as student shadowing; or identification of additional underserved student groups.

Evidence to Be Submitted

- ❖ **Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis**
(no more than 5 pages of responses to prompts, exclusive of data tables)

Step 2: Plan

I. Institutional/Structural Factors

Directions: Based on the [equity gap analysis](#) and the [quantitative](#) and [qualitative data](#) collected in Step 1, determine [institutional](#) and/or [structural](#) factors contributing to the equity gap you have identified. If potential contributing factors are not clearly indicated based on your data collection and analysis, collect additional data or review relevant research as needed to identify possible factors. Be mindful of any bias you may bring to this analysis. Respond to the following prompts on the Part B: Written Narrative: Contributing Factors and Problem Statement Template provided.

In each response, be sure to cite evidence from Step 1.

1. What potential contributing factors are suggested by the data you have collected and analyzed that may have created or added to the equity gap you identified for a [student group](#) at your school?
2. How do these specific contributing factors, including institutional and/or structural factors, impact student learning or [well-being](#) for the student group?
3. Cite research related to your findings regarding contributing factors that may have created or added to the equity gap you have identified for the student group.
4. Identify areas of educational need related to the single equity gap for a group of students (e.g., the school needs additional supports or materials, necessary specialists or counselors, after-school programs for students).

II. Problem Statement to Address Student Group Area of Need

Directions: Prepare a [problem statement](#) that culminates from your data collection and equity gap analysis. Your analysis may have revealed several contributing factors that impact the equity gap you identified for a student group. Some of these factors may be larger societal issues while others may be related to specific practices at the school. Select from the areas of educational need you have identified for the student group that could be addressed at the school level and develop one problem statement.

5. Problem Statement: Describe the equity gap that needs to be addressed by a problem-solving team at the school for the [California state indicator](#) and student group area of need (achievement and/or well-being) that you have identified.

A **problem statement** is a clear, concise description of the issue(s) that need(s) to be addressed by a problem-solving team. It is used to center and focus the team at the beginning of the effort, to keep the team on track during the effort, and to validate that the effort delivered an outcome that solves the problem statement.

Evidence to Be Submitted

- ❖ **Part B:** Written Narrative: Contributing Factors and Problem Statement
(no more than 5 pages)

Step 3: Act

I. Planning for School Improvement and Promoting Equity

Directions: Based on your data collection and [equity gap analysis](#) in Step 1, develop potential strategies for equitable school improvement related to the [problem statement](#) you prepared in Step 2.

Solicit targeted feedback on your potential strategies from your supervisor or other key stakeholders familiar with the school context. Feedback should include the appropriateness and feasibility of the strategies for educational improvement, stakeholders needed, and resources/services you have identified.

Respond to the following prompts on the Part C: Written Narrative: Planning for School Improvement and Promoting Equity Template provided:

1. For the student equity gap you identified in Step 1, describe the potential strategies you identified for equitable school improvement and how they are to be applied.
2. Explain how your potential strategies address the equity gap described in your problem statement.
3. Explain how your potential strategies for improvement address or take into account the potential contributing factors—including [institutional](#) and/or [structural](#) factors—and how they align with the school’s vision, mission, and/or goals.
4. Describe the targeted feedback you received on each proposed strategy from your supervisor or other key stakeholder(s), and explain how you would adjust your proposed strategies to address the needs of the [student group](#) and inform equitable school improvement based on that feedback.
5. Describe steps you would take to create school-level and community stakeholder buy-in to the final adjusted set of proposed strategies. What potential implications for proposed strategies do you anticipate encountering as you address the equity gap at the school?

Evidence to Be Submitted

- ❖ **Part C:** Written Narrative: Planning for School Improvement and Promoting Equity (no more than 5 pages)

Step 4: Reflect

I. Reflective Narrative

Directions: Reflect on what you have learned about [equity-driven leadership](#) throughout Leadership Cycle 1 in Steps 1–3. Respond to the following prompts using Part D: Reflective Narrative. Focus on your leadership capacity to analyze data and propose school improvement strategies related to the [California state indicator](#) and identified [student group](#). You have two options for responding: either

- in a written narrative using the Part D: Reflective Narrative Template provided **or**
- in a video recording in which you verbally respond to each prompt.

If you choose to respond with a video recording, you may start and stop the camera as needed. Your final video clip should not exceed 5 minutes and may contain breaks within and between prompt responses.

In each response, cite evidence from Steps 1, 2, and/or 3.

1. How did your work in Leadership Cycle 1 help you identify, analyze, and understand the potential contributing factors for the California state indicator equity gap identified for a specific student group at your school?
2. Summarize what you have learned about equity-driven leadership. How does understanding the [institutional](#) and/or [structural](#) factors—including social, economic, or cultural context(s)—that may be contributing to equity gaps influence one’s ability to provide equity-driven leadership?
3. Reflect on your ability to conduct a data analysis and determine an equity gap, identify potential contributing factors, create a [problem statement](#) and strategies, gather feedback from key stakeholder(s), and adjust your strategies.
 - a. Provide your rationale for the stakeholder feedback you chose to gather in Step 3 and how the feedback impacted your approach to building positive stakeholder buy-in.
 - b. Thinking on your own strengths and areas for growth as an equity-driven leader, analyze how you address equity needs for the identified group of students at your school.
 - c. Based on the analysis of your experiences in Cycle 1, identify specific professional learning goals and describe next steps for professional growth.

Evidence to Be Submitted

- ❖ **Part D:** Reflective Narrative (no more than 5 pages of written or no more than 5 minutes of video explanation)

Leadership Cycle 1 Rubrics

Essential Questions

Rubrics are aligned to the specified steps of the leadership cycle (investigate, plan, act, and reflect). Each rubric is framed by an essential question that outlines the knowledge, skills, and abilities assessed within the rubric. The table below lists the eight essential questions for the CalAPA rubrics contained in Leadership Cycle 1.

Step 1: Investigate	
Rubric 1.1	Based on the chosen California state indicator, how does the candidate select and analyze quantitative data sources across the three most recent years, identify patterns and/or trends related to equity, choose one student group, and relate their analysis to the school's vision, mission, and/or goals?
Rubric 1.2	How does the candidate collect and analyze a range of at least three qualitative data sources and explain their relation to quantitative data findings and the student group equity issue?
Rubric 1.3	How does the candidate conduct an equity gap analysis based on the chosen California state indicator to inform their understanding of the equity issues for a student group?
Step 2: Plan	
Rubric 1.4	How does the candidate determine contributing factors, including institutional and/or structural factors, that created or added to the identified equity gap affecting a student group and cite the research supporting their determination?
Rubric 1.5	How does the candidate use the equity gap analysis and identification of potential contributing factors to develop a feasible problem statement related to student achievement and/or well-being?
Step 3: Act	
Rubric 1.6	Are the strategies proposed for equitable school improvement for the student group well informed by the findings of the equity gap analysis, including contributing factors, and responsive to the problem statement? Are proposed strategies aligned to the school's vision, mission, and/or goals?
Rubric 1.7	How does the candidate apply the feedback received from a key stakeholder(s) familiar with the school culture and context and describe next steps for creating stakeholder buy-in and potential implications for the adjusted set of strategies?
Step 4: Reflect	
Rubric 1.8	How does the candidate reflect on and analyze what they have learned about equity-driven leadership in Cycle 1 (citing from Steps 1, 2, and/or 3) and how, based on the school contexts, they might address a single equity gap for a group of students at the school? How does the candidate provide a rationale for the stakeholder feedback they chose to gather and how the feedback impacted their approach to building positive stakeholder buy-in? How does the candidate use reflection on their own strengths and areas for growth as an equity-driven leader to address equity needs for the identified group(s) of students at their school?

Step 1 Rubrics

Rubric 1.1 — Step 1: Investigate

Essential Question: Based on the chosen California state indicator, how does the candidate select and analyze quantitative data sources across the three most recent years, identify patterns and/or trends related to equity, choose one student group, and relate their analysis to the school’s vision, mission, and/or goals?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not include a minimum of three years of quantitative data.</p> <p>OR</p> <p>Candidate selects an equity focus area that is not one of the California state indicators.</p> <p>OR</p> <p>Patterns and trends are not identified or they are irrelevant.</p> <p>OR</p> <p>Candidate does not relate their selected equity issue to the school’s vision, mission, and/or goals.</p>	<p>Candidate selects an equity focus area that is not one of the California state indicators but is able to identify patterns and/or trends across the three most recent years of quantitative data presented.</p> <p>OR</p> <p>Candidate is not clear about which student group they will investigate.</p> <p>OR</p> <p>Candidate superficially relates their data analysis to the school’s vision, mission, and/or goals.</p>	<p>Candidate selects a California state indicator (chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, college/career readiness) and analyzes quantitative data across the three most recent years, identifying general patterns and/or trends related to school equity, and chooses a student group to investigate further.</p> <p>Candidate makes clear connections between their data analysis and specific components of the school’s vision, mission, and/or goals.</p>	<p>All of Level 3, plus:</p> <p>Candidate explores additional data linked to the indicator to support patterns and/or trends to further understand group differences within the state indicator selected (e.g., demographic data, ethnicity, gender, language).</p>	<p>All of Levels 3 and 4, plus:</p> <p>Candidate cites relevant research that supports patterns and/or trends related to equity as found in their analysis of the school’s quantitative data for the chosen student group.</p> <p>Candidate clearly explains why cited research informs their understanding of the patterns and/or trends related to the determined equity issue for the chosen student group.</p>

Source of Evidence:

- **Part A:** Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (no more than 5 pages of responses to prompts, exclusive of data tables)

CAPE Standard 1; Elements 1A, 1C

Rubric 1.2 — Step 1: Investigate

Essential Question: How does the candidate collect and analyze a range of at least three qualitative data sources and explain their relation to quantitative data findings and the student group equity issue?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate provides no or irrelevant information about the connection between qualitative and quantitative data findings related to the student group equity issue.</p> <p>OR</p> <p>Candidate does not present three qualitative data sources.</p>	<p>Candidate minimally connects the qualitative data collection strategy and findings to the quantitative data findings for the student group equity issue.</p> <p>OR</p> <p>Candidate does not provide a range of qualitative data sources.</p>	<p>Candidate collects a range of relevant qualitative data and clearly explains the relationship of this data to quantitative data findings and the student group equity issue.</p>	<p>All of Level 3, plus:</p> <p>Candidate provides a comprehensive (complete, including all or nearly all elements or aspects) analysis of the relationship between their quantitative and qualitative data findings, collecting additional qualitative data as appropriate to deepen their understanding of the California state indicator chosen and the student group equity issue.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate’s qualitative data collection strategy is responsive to the complex context in which they are working and demonstrates cultural sensitivity and an appreciation for diverse viewpoints.</p>

Source of Evidence:

- **Part A:** Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (no more than 5 pages of responses to prompts, exclusive of data tables)

CAPE Standard 1; Elements 1A, 1C

CAPE Standard 3; Element 3B

Rubric 1.3 — Step 1: Investigate

Essential Question: How does the candidate conduct an equity gap analysis based on the chosen California state indicator to inform their understanding of the equity issues for a student group?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate identifies an equity issue with no evidence of quantitative or qualitative data analysis.</p> <p>OR</p> <p>Candidate does not identify any patterns and/or trends in the equity gap analysis provided.</p> <p>OR</p> <p>Candidate provides a description of the student group that is biased.</p> <p>OR</p> <p>Candidate does not identify any linkages between the equity gap for a student group at the school and the school’s vision, mission, and/or goals.</p>	<p>Candidate identifies an equity issue based on minimal quantitative or qualitative data analysis.</p> <p>OR</p> <p>Candidate identifies patterns and/or trends that are not clear in the equity gap analysis provided.</p> <p>OR</p> <p>Candidate provides a minimal description of equity issues for the student group.</p> <p>OR</p> <p>Candidate identifies a minimal description of the linkages between the equity gap for a student group at the school and the school’s vision, mission, and/or goals.</p>	<p>Candidate identifies an equity issue based on quantitative and qualitative data analysis for the chosen state indicator.</p> <p>Candidate clearly describes patterns and/or trends in the equity gap analysis provided.</p> <p>Candidate clearly describes equity issues for the student group with no apparent bias.</p> <p>Candidate identifies linkages between the equity gap for a student group at the school and the school’s vision, mission, and/or goals.</p>	<p>All of Level 3, plus:</p> <p>Candidate conducts a thorough equity gap analysis, describing a clear connection from quantitative data findings to supportive qualitative data findings, and provides a sophisticated understanding of the equity disparity identified for the student group.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate cites relevant research to inform and/or support the equity gap identified for the specific student group.</p> <p>Candidate clearly explains why cited research informs their understanding of the equity gap for the specific student group.</p>

Source of Evidence:

- **Part A:** Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (no more than 5 pages of responses to prompts, exclusive of data tables)

CAPE Standard 1; Elements 1A, 1C

CAPE Standard 3; Elements 3B, 3C

Step 2 Rubrics

Rubric 1.4 — Step 2: Plan

Essential Question: How does the candidate determine contributing factors, including institutional and/or structural factors, that created or added to the identified equity gap affecting a student group and cite the research supporting their determination?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate identifies contributing factors that are biased, superficial, or irrelevant to the equity gap analysis.</p> <p>OR</p> <p>Candidate does not cite research and/or neglects to draw connections between research and contributing factors.</p> <p>OR</p> <p>Candidate identifies areas of need that are unrelated to their data analysis.</p>	<p>Candidate identifies potential contributing factors and minimally describes how they relate to equity gap analysis.</p> <p>OR</p> <p>Candidate attempts to draw connections between research and contributing factors, but citations are not related to the equity gap.</p> <p>OR</p> <p>Candidate identifies areas of need that are superficially related to their data analysis.</p>	<p>Candidate uses the equity gap analysis and the quantitative and qualitative data to determine contributing factors, including institutional and/or structural factors, that created or added to an equity gap affecting a student group.</p> <p>Candidate cites relevant research to support potential contributing factors that create or add to the identified equity gap affecting a student group.</p>	<p>All of Level 3, plus:</p> <p>Candidate explains in detail (with supporting evidence from Step 1) how several contributing factors can create or add to equity differences or disparities for a student group.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate demonstrates a sophisticated, research-based understanding of the systemic, institutional, or structural causes of the identified single equity gap for a group of students at the school.</p> <p>Candidate identifies relevant areas of need that, if addressed, would likely improve conditions for a student group’s success and/or well-being.</p>

Source of Evidence:

- **Part B:** Written Narrative: Contributing Factors and Problem Statement (no more than 5 pages)

CAPE Standard 1; Element 1A

CAPE Standard 2; Element 2A

CAPE Standard 3; Element 3C

Rubric 1.5 — Step 2: Plan

Essential Question: How does the candidate use the equity gap analysis and identification of potential contributing factors to develop a feasible problem statement related to student achievement and/or well-being?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not use the equity gap analysis or potential contributing factors to develop a problem statement.</p> <p>OR</p> <p>Candidate’s problem statement is not responsive to the needs of the student group.</p>	<p>Candidate attempts to use the equity gap analysis and potential contributing factors to develop a problem statement, but it is not clear how the problem statement supports student achievement and/or well-being for the student group.</p> <p>OR</p> <p>Candidate’s problem statement is only partially responsive to the needs of the student group.</p>	<p>Candidate develops a feasible problem statement related to student achievement and/or well-being that clearly draws from the equity gap analysis and potential contributing factors identified.</p> <p>Candidate’s problem statement is responsive to the needs of the student group.</p>	<p>All of Level 3, plus:</p> <p>Candidate’s problem statement is responsive to the culture, context, and broader educational needs of the student group.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate cites relevant evidence-based practices or research on how the area of educational need has been addressed in other school settings to improve achievement and/or well-being for similar student groups.</p>

Source of Evidence:

- **Part B:** Written Narrative: Contributing Factors and Problem Statement (no more than 5 pages)

CAPE Standard 1; Elements 1A, 1C

CAPE Standard 5; Element 5B

Step 3 Rubrics

Rubric 1.6 — Step 3: Act

Essential Question: Are the strategies proposed for equitable school improvement for the student group well informed by the findings of the equity gap analysis, including contributing factors, and responsive to the problem statement? Are proposed strategies aligned to the school’s vision, mission, and/or goals?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not propose strategies for equitable school improvement.</p> <p>OR</p> <p>Proposed strategies are not based on the equity gap analysis, contributing factors, and/or problem statement and are not aligned with the school’s vision, mission, and/or goals.</p>	<p>Candidate’s proposed strategies are minimally informed by the findings, with general reference to the equity gap analysis, contributing factors, and/or problem statement.</p> <p>OR</p> <p>Strategies proposed are not clearly aligned with the school’s vision, mission, and/or goals.</p>	<p>Candidate’s proposed strategies for equitable school improvement for the student group are well informed by the findings of the equity gap analysis and contributing factors, and are responsive to the problem statement.</p> <p>Strategies proposed are clearly aligned with the school’s vision, mission, and/or goals.</p>	<p>All of Level 3 plus:</p> <p>Candidate provides relevant strategies that strategically focus on equitable student and school improvement and represent a contextually responsive approach to addressing the equity issue or educational need.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate provides research-based evidence of the relevance of the proposed strategies and their implementation for improving student achievement and/or well-being for the specific student group and school.</p>

Source of Evidence:

- **Part C:** Written Narrative: Planning for School Improvement and Promoting Equity (no more than 5 pages)

CAPE Standard 1; Element 1A

CAPE Standard 3; Element 3C

CAPE Standard 5; Element 5B

Rubric 1.7 — Step 3: Act

Essential Question: How does the candidate apply the feedback received from a key stakeholder(s) familiar with the school culture and context and describe next steps for creating stakeholder buy-in and potential implications for the adjusted set of strategies?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not apply feedback to adjust or strengthen their proposed strategies.</p> <p>OR</p> <p>Candidate states plans to communicate the proposed strategies with little or no explanation of steps for buy-in from stakeholders.</p> <p>OR</p> <p>Candidate does not identify anticipated implications for proposed strategies.</p>	<p>Candidate vaguely describes feedback and makes minimal or irrelevant adjustments to proposed strategies.</p> <p>OR</p> <p>Candidate briefly describes proposed strategies to address the equity gap and learning need, and it is not clear that stakeholders will have the opportunity to develop buy-in.</p>	<p>Candidate applies feedback received to adjust or strengthen proposed strategies.</p> <p>Candidate provides relevant and appropriate next steps for creating buy-in and communicating with stakeholders to address the equity gap and learning need(s).</p> <p>Candidate describes anticipated, realistic implications that may be encountered at the school related to implementation of proposed strategies.</p>	<p>All of Level 3, plus:</p> <p>Candidate seeks additional rounds of feedback from other stakeholders on the revised strategies to ensure they are proposing a workable/feasible approach to addressing the equity gap and learning need.</p> <p>Candidate strategically plans to communicate and share the plan with a diverse range of key stakeholder groups.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate plans to coach stakeholders to examine and address potential biases that could impact student learning and/or well-being due to identified equity gaps, including those specifically related to sources of education disadvantage or discrimination, and is transparent about the potential underlying contributing factors.</p>

Source of Evidence:

- **Part C:** Written Narrative: Planning for School Improvement and Promoting Equity (no more than 5 pages)

CAPE Standard 1; Elements 1B, 1C

CAPE Standard 2; Element 2A

CAPE Standard 3; Element 3C

CAPE Standard 5; Elements 5B, 5C

CAPE Standard 6; Elements 6A, 6B

Step 4 Rubric

Rubric 1.8 — Step 4: Reflect

Essential Question: How does the candidate reflect on and analyze what they have learned about equity-driven leadership in Cycle 1 (citing from Steps 1, 2, and/or 3) and how, based on the school contexts, they might address a single equity gap for a group of students at the school? How does the candidate provide a rationale for the stakeholder feedback they chose to gather and how the feedback impacted their approach to building positive stakeholder buy-in? How does the candidate use reflection on their own strengths and areas for growth as an equity-driven leader to address equity needs for the identified group(s) of students at their school?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s reflection is irrelevant to the role of equity-driven leadership, and the equity gap analysis and contributing factors (institutional and/or structural) are not discussed or present a student group bias.</p> <p>OR</p> <p>Proposed strategies are not aligned to the equity gap, and the importance of stakeholder buy-in is not discussed in the reflection.</p> <p>OR</p> <p>Candidate does not discuss strengths or areas for professional growth.</p>	<p>Candidate’s reflection demonstrates limited understanding of the role of an equity-driven leader to address contributing factors (institutional and/or structural) that influence equity gaps.</p> <p>OR</p> <p>Candidate provides limited insight into the importance of stakeholder feedback and engagement in developing strategies to address the equity gap.</p> <p>OR</p> <p>Identified strengths and areas for professional growth are provided but are loosely related to equity leadership development or work in Cycle 1.</p>	<p>Candidate reflects on and analyzes their understanding of the role of an equity-driven leader to address contributing factors (institutional and/or structural) that influence equity gaps.</p> <p>Candidate provides a clear rationale for the stakeholder feedback they chose to gather in Step 3 and how the feedback impacted their approach to building positive stakeholder buy-in.</p> <p>Candidate assesses their development as an equity-driven leader and draws from their work in Cycle 1 (citing from Steps 1, 2, and/or 3) to identify their strengths and areas for further professional growth.</p>	<p>All of Level 3, plus:</p> <p>Candidate’s reflection demonstrates how the school context—including social, economic, or cultural contexts—impacts their approach to providing equity-driven leadership.</p> <p>Candidate develops steps to address their identified area(s) of professional growth as an equity-driven leader to improve learning and/or well-being at this school site.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate’s reflection, based on how the school context influences their approach, analyzes potential challenges at the school they will need to address and resolve collaboratively with stakeholders to act on the identified student group equity gap, as well as resulting potential implications for addressing the equity gap.</p>

Source of Evidence:

- **Part D:** Reflective Narrative (no more than 5 pages of written or no more than 5 minutes of video explanation)

CAPE Standard 5; Elements 5A, 5B

CAPE Standard 6; Element 6A

Submitting Your Evidence

Preparing Your Evidence

You will submit your evidence using the Pearson ePortfolio system. To begin your work, refer to the Leadership Cycle 1 Submission Specifications on the following page for file requirements, and save the files locally (on your computer or external storage device) for future uploading.

When naming your files, you may find that by including in each filename the specific cycle number and part letter/title (see the submission specifications), you will be better able to manage and organize your files prior to uploading them to the system.

Before submitting your evidence, you must agree to the [CalAPA Candidate Attestations](#), which include confirmation that you are the sole author of the submission, including written and video narratives, completed templates, video clips, and/or other evidence.

Templates

Templates that include the written narrative prompts are provided upon registration in the Pearson ePortfolio system for you to document your responses. To complete the templates, you must

1. log in to your account;
2. download the word-processing template files available;
3. fill out the templates electronically;
4. upload the electronic files or scanned images with any associated evidence to the Pearson ePortfolio system; and
5. review the electronic files you uploaded to ensure that they are the correct files and that they comply with submission requirements.

As you complete these templates, carefully follow the directions on the templates and in this guide. Do not delete or alter any original text (including headers, footers, titles, directions, margins, and prompts) from the templates to gain more space to write your responses. Both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum allowed will not be read or used to determine a rubric score by the assessor.

All personally identifiable information (e.g., last names) must be redacted on any evidence you submit.

What to Submit

The Leadership Cycle 1 Submission Specifications below list each piece of evidence that must be submitted and provide format specifications and other important information.

Note that your evidence cannot contain hyperlinks to required uploads. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file type and response length requirements listed below.

Since you will not be able to access any of your files in the ePortfolio system after you submit your cycle, you are strongly encouraged to save all your submitted files to your local drive for your records.

English Translation

Translations or transcriptions are NOT required for the following:

- candidates using American Sign Language (ASL) in a meeting or coaching setting with participants who are deaf or hard of hearing
- candidates using Braille materials in a meeting or coaching setting with participants who are visually impaired

For all other candidates, any evidence in a language other than English must be accompanied by a translation.

Leadership Cycle 1 Submission Specifications

Step 1: Investigate

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis	.docx; .odt; .pdf	1	1	no more than 5 pages of responses to prompts, exclusive of data tables	<ul style="list-style-type: none"> Download template. Use Arial 11-point type. Single space with 1" margins on all sides.

Step 2: Plan

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Written Narrative: Contributing Factors and Problem Statement	.docx; .odt; .pdf	1	1	no more than 5 pages	<ul style="list-style-type: none"> Download template. Use Arial 11-point type. Single space with 1" margins on all sides.

Step 3: Act

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part C: Written Narrative: Planning for School Improvement and Promoting Equity	.docx; .odt; .pdf	1	1	no more than 5 pages	<ul style="list-style-type: none"> Download template. Use Arial 11-point type. Single space with 1" margins on all sides.

Step 4: Reflect

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part D: Reflective Narrative (written or video explanation)	Written: .docx; .odt; .pdf Video: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	1	Written: no more than 5 pages Video: no more than 5 minutes	For written narrative: <ul style="list-style-type: none"> Download template. Use Arial 11-point type. Single space with 1" margins on all sides.

CalAPA Glossary

This glossary contains terms as used in this assessment guide. Reference this glossary to determine if you are using the terms appropriately in your responses to the cycle directions.

504 Plan. Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination against individuals with disabilities and protects students from being denied participation in school programs, services, or activities solely on the basis of disability. A 504 Plan is a written document detailing the accommodations that can assist students with learning and attention issues learn and participate in the general education curriculum. Section 504 defines disability on a broader basis than does IDEA. That is why students who are not eligible for an IEP may meet the criteria for a 504 Plan. Students who meet the definition of a person with a disability under Section 504 are those who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment. The 504 Plan should include a description of the disability, the major life activity limited, the basis for determining the disability and its educational impact, and necessary accommodations.

Academic language development. Refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—in other words, it is the language used in classroom lessons, books, tests, and assignments, and it is the language that students are expected to learn and achieve fluency in. Frequently contrasted with “conversational” or “social” language, academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. Even though students may be highly intelligent and capable, for example, they may still struggle in a school setting if they have not yet mastered certain terms and concepts, or learned how to express themselves and their ideas in expected ways.

Accommodation. Service or support related to a student’s disability that allows the student to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the standard or expectation of the assignment or test.

Age and/or developmentally appropriate higher-order thinking skills (HOTS). A concept popular in American education reform that distinguishes critical-thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include analysis, synthesis, evaluation, interpretation, and transfer. HOTS are based on various taxonomies of learning, such as that propagated by Benjamin Bloom in his *Taxonomy of Educational Objectives: The Classification of Educational Goals* (1956).

Annotations. Notes added by way of comment or explanation. In the California Teacher Assessment system, annotations serve to demonstrate the candidate’s understanding of what they are doing and explanation of why they are doing what is seen in the video (e.g., instructional strategies and practices, collaborative leadership, instructional coaching).

Asset. An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Administrators, students, and teachers alike are valued for what they bring to the classroom or professional group rather than being characterized by what they may need to work on or lack, and therefore are considered assets. Student assets include diversity in **thinking** (e.g., critical, creative, inductive, deductive, holistic, detail focused), **culture** (e.g., ethnic, racial, gender-identity), **traits** (e.g., temperament, introversion/extroversion, social and emotional strengths, creativity, leadership/collaboration ability), and **intelligences** (e.g., musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic), **as well as unique experiences or skills** (e.g., travel, outside projects, relevant talents/skills).

California Administrative Performance Expectations (CAPE). The CAPE are the expectations for knowledge, skills, and abilities that a new administrator should be able to demonstrate upon completion of a preliminary California-accredited administrator preparation program. The CAPE have six domains including development of a shared vision; instructional leadership; management and environment; family/guardian(s) and community engagement; ethics and integrity; and external context and policy. These are identical to the six domains of the California Professional Standards for Education Leaders (CPSEL) used to guide administrator induction programs, leading to a clear administrative services credential.

California Content Standards and/or Curriculum Frameworks.⁵ These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area. For the purpose of this guide, this general term is also intended to include the California English Language Development Standards, the California Preschool Curriculum Frameworks, the California Preschool Learning Foundations, and the Expanded Core Curriculum for Students with Visual Impairments.

California English Language Development Standards (CA ELD Standards). The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning

⁵ 2014 English Language Arts/English Language Development Framework: <https://www.cde.ca.gov/ci/rl/cf/>

California Content Standards: <https://www.cde.ca.gov/be/st/ss/>;

California English Language Development Standards (CA ELD Standards): <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>;

California Preschool Curriculum Frameworks: <https://www.cde.ca.gov/sp/cd/re/psframework.asp>;

California Preschool Learning Foundations: <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

Expanded Core Curriculum for Students with Visual Impairments: Hatlen, P. (1996). “Expanded Core Curriculum for Students with Visual Impairments.” In *Guidelines for programs serving students with visual impairments* from <https://www.csb->

[ca.gov/resources/standards/documents/viguidelines-2014edition.pdf](https://www.csb-ca.gov/resources/standards/documents/viguidelines-2014edition.pdf)

English as a new language need in order to access, engage with, and achieve in grade-level academic content.⁶

California Preschool Curriculum Frameworks.⁷ These frameworks enrich learning and development opportunities for all of California’s preschool children. They include ideas for how to intentionally integrate learning into children’s play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children’s knowledge, skills, needs, and interests.

California Standards for the Teaching Profession (CSTP). These delineate and define six interrelated domains of teaching practice: (1) Engaging and Supporting All Students in Learning; (2) Creating and Maintaining Effective Environments for Student Learning; (3) Understanding and Organizing Subject Matter for Student Learning; (4) Planning Instruction and Designing Learning Experiences for All Students; (5) Assessing Students for Learning; and (6) Developing as a Professional Educator.

California state indicators/measures.⁸ The six state indicators/measures for schools as identified by the California Department of Education in the [California School Dashboard](#)⁹ (chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance,¹⁰ and college/career readiness).

Classroom context. Classroom context can be defined as characteristics or features of classrooms that do not include the teachers or their teaching. This includes the composition of the student body, classroom structures, resources, as well as school and district policies that teachers must follow.

Co-facilitation. Co-facilitation is when more than one person is involved in leading, planning, or designing a work project. Bringing their own unique life experiences, beliefs, knowledge, reactions, and feelings about themselves to the work, co-facilitators demonstrate a work relationship characterized by mutual responsibility and respect, and communicate well in order to work together effectively. Team members serve as allies, resources, and supports for and to each other. Through collegial discussion, they model

⁶ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

⁷ <https://www.cde.ca.gov/sp/cd/re/psframework.asp>

⁸ The California Department of Education uses the terms “indicators” and “measures” to reference chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, and college/career readiness as both indicators and measures. Throughout this cycle, the term “indicator” will be used.

⁹ California’s new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California’s diverse student population (<https://www.cde.ca.gov/ta/ac/cm>).

¹⁰ Smarter Balanced Assessment Consortium (SBAC) data include grades 3–8 and 11; however, if longitudinal student academic performance data for other grades are available for your school, you may use those data.

powerful relationships that celebrate differences and promote an atmosphere of cooperation.

Coaching (instructional). Instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning.

Community of practice.¹¹ Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Content-specific instructional strategies. For classroom teachers, instructional strategies that are effective for the content area as defined by the Teaching Performance Expectations (TPEs) and the State Board of Education framework and/or equivalent. For administrators, instructional coaching employs strategies effective for the classroom/volunteer teacher's content area as defined by the California Standards for the Teaching Profession (CSTP).

Content-specific pedagogy. Content-specific pedagogy is the specific methods or practices that are used to teach a certain subject. Its focus is on the best-practices for that subject, which are most likely derived through research of the methods or practices.

Deficit thinking. Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.¹² According to Valencia (1997), “the deficit thinking paradigm posits that students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familial deficits and dysfunctions.”¹³

Designated English Language Development. A protected time during the school day when teachers use the California English Language Development Standards (CA ELD Standards) as the focal standards in ways that build into and from content instruction.¹⁴

Disability. A child with a disability means a child evaluated in accordance with federal statute as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning

¹¹ Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.

¹² Constantine, M. G., & Sue, D. W. (2006). *Addressing racism: Facilitating cultural competence in mental health and educational settings*. New Jersey: Wiley & Sons.

¹³ Valencia, R. R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.

¹⁴ ELA/ELD Framework, 2014

disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.¹⁵

Discrimination. Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit. Discrimination may occur, for example, on the basis of race, religion, gender, socio-economic class, physical ability, or sexual orientation.

Document analysis. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic.

English language development (ELD) goals. Specific statements of intended student attainment of essential English language skill development. The English language development goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

English language proficiency. The level of knowledge, skills, and ability that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. For California, these are delineated in the California English Language Development Standards (CA ELD Standards).

English Language Proficiency Assessments for California (ELPAC). California and federal laws require that local educational agencies (LEAs) administer a state-adopted test for English Language Proficiency (ELP) to K–12 students whose primary language is a language other than English. The ELPAC is the state-adopted model for assessing this information and is aligned with the 2012 California English Language Development Standards. This test consists of two separate ELP assessments: one for the initial identification (date of first entry into California public school) of students as English learners (EL) and a second for the annual summative assessment to measure a student’s progress with learning English in four domains: Reading, Writing, Speaking, and Listening. While the families/guardians can opt their EL student out of support classes, they cannot exempt them from the state and federally required testing.

English learner. A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey or district criteria and who, on the basis of the state-approved oral language assessment procedures, has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school’s regular instructional programs.

Equity-driven leadership. An equity-driven leader must have the ability to (1) conceptualize schools as complex organizations composed of a network of dynamic and interdependent

¹⁵ Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (a) (1) <https://sites.ed.gov/idea/regs/b/a/300.8>

thinking components, (2) pursue school change and improvement through systemic change and capacity building, and (3) create and articulate a shared vision of a school as a place where all students are fully engaged, inspired, and empowered, and their voices are heard.¹⁶

Equity gap analysis. The process of identifying discrepancies between resource allocations and outcomes for previously identified underserved students specified in school site/district improvement plans and actual performance in relation to those measures. Results of an equity gap analysis may show, for example, a lack of monitoring for effectiveness; that data are incomplete or insufficient, and require more qualitative data such as student shadowing; or identification of additional underserved student groups.

Evidence-based practice. “Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA [Every Student Succeeds Act] has generally been produced through formal studies and research.”¹⁷ Examples of evidence-based practices include but are not limited to UDL practices and strategies; providing students with clear lesson goals; questioning to check for understanding; summarizing learning graphically; productive group collaboration; providing students with actionable feedback; teaching strategies, not just content; and teaching meta-cognition.

Facilitation. The act or process of helping to bring about a particular outcome.

Funds of knowledge. Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez “to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133).¹⁸ When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families/guardians of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classrooms in order to provide culturally responsive and meaningful lessons that tap

¹⁶ San Diego State University (2018). Five types of equity driven leadership thinking. In SDSU Handbook for Educational Leadership [Brochure]. San Diego, CA: Author.

¹⁷ <https://www.cde.ca.gov/re/es/evidence.asp>

¹⁸ Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, XXXI(2), 132–141.

González, N., Moll, L., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Kasarda, J., & Johnson, J. (2006). The economic impact of the Hispanic population on the state of North Carolina. Frank Hawkins Kenan Institute of Private Enterprise Report. Kenan-Flagler Business School, University of North Carolina at Chapel Hill.

students' prior knowledge. Information that teachers learn about their students in this process is considered the students' funds of knowledge.

Gifted and Talented Education (GATE). Under this state program, local educational agencies (LEAs) develop unique education opportunities for high-achieving and underachieving students in the California public elementary and secondary schools. Each school district's governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education (SBE).

Inclusive learning environment. Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

Individualized Education Program (IEP). This written document is developed and required for each public-school student who receives special education and related services. The IEP creates an opportunity for teachers, family/guardians, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for students with disabilities.

Individualized Family Service Plan (IFSP). Available for children ages birth to three who qualify for early intervention, an IFSP is the result of a dynamic process that begins with the first contact with a child's family or legal guardian. Because it is based on a partnership between families/guardians and professionals, it is important that staff and families/guardians are flexible during the process to best meet the child's needs. The IFSP will change and grow during this process to reflect the needs of the family/guardian as well as those of the child. Although the legal timelines for the IFSP establish a linear outline for activities, circumstances that affect the child and the family/guardian may interrupt the process and alter the schedule.

Institutional factors. Commonly accepted and deeply ingrained norms, values, beliefs, systems, or practices operating across the broad domain of public educational organizations that, although not explicitly designed to do so, contribute to educational inequities between groups of students (e.g., racial, ethnic, gender, socio-economic, religious, LGBTQ+, special needs, language learners). Such factors often represent insidious or unintentionally discriminatory practices taken for granted or based on longstanding and unchallenged traditions and customs.

Integrated English Language Development. All teachers with English learners in their classrooms use the CA English Language Development Standards in tandem with the CA Common Core State Standards (CCSS) for ELA/Literacy and other content standards.¹⁹

Local Control and Accountability Plan (LCAP). A three-year plan that identifies goals and measures progress for student groups across multiple performance indicators that is required of all California school districts, County Offices of Education, and charter schools as an accountability measure under the Local Control Funding Formula (LCFF) system. LCAPs must be updated annually.

Modification. Services or support related to a student’s disability in order to help a student access the subject matter and demonstrate knowledge, but in this case the services and supports *do* fundamentally alter the standard or expectation of the assignment or test.

Multi-Tiered System of Supports (MTSS). An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

Problem of practice. An issue embedded in K–12 schools and the communities they serve that is identified locally by school professionals and other stakeholders for further study and action. Problems of practice are focused on the actions of the practitioners in the system as they strive to improve instructional or systemic problems. Problems of practice should be directly observable and actionable (i.e., something can be done about them), and they should connect to a broader strategy of improvement and the school’s or system’s action plan.

Problem statement. A clear, concise description of the issue(s) that need(s) to be addressed by a problem-solving team. It is used to center and focus the team at the beginning of the effort, to keep the team on track during the effort, and to validate that the effort delivered an outcome that solves the problem statement.²⁰

Qualitative data. Traits, attributes, characteristics, properties, and qualities of phenomena that can be observed, but not numerically measured. Qualitative data can be categorized or described but, because they are non-numerical, cannot be subjected to arithmetic or statistical operations.

¹⁹ ELA/ELD Framework, 2014

²⁰ <http://www.ceptara.com/blog/how-to-write-problem-statement>

Quantitative data. Numerical data expressing a certain quantity, amount, or range. Usually, there are measurement units associated with the data (e.g., meters, degrees, score points). Arithmetic and statistical operations may be applied to quantitative data.

Redacted. Edited especially in order to obscure or remove sensitive/personally identifiable information (text) from a document.

SAMR Model. An acronym that stands for Substitution, Augmentation, Modification, and Redefinition.

Social-emotional development. Includes the student's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen et al., 2005). It encompasses both intrapersonal and interpersonal processes.

Social identity. The cultural identities of students²¹ are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000): ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through socializing agents (Campbell, 2004). Therefore, teachers must understand that these cultural identities define who the students are.

Structural factors. The explicit, intentional, or operational features of an organization (e.g., management systems, decision-making protocols, personnel practices, core technologies, student support systems, and policies within a school or a district) that foster disparate opportunities or inequitable student access to competent, appropriate, and rigorous teaching and learning experiences. Structural factors also represent how professional roles, responsibilities, tasks, relationships, or resources are organized and managed in ways that support or impede equitable education for all students.

Student group. A distinct group within a group; a subdivision of a group (i.e., a group whose members usually share some common differential quality).

Timestamp. A timestamp is a sequence of characters or encoded information identifying when a certain event occurred, usually giving date and time of day, sometimes accurate to a small fraction of a second.

Universal Design for Learning (UDL).²² A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and

²¹ Savage, S. (2005). The cultural identity of students: what teachers should know. Retrieved from https://www.redorbit.com/news/education/246708/the_cultural_identity_of_students_what_teachers_should_know/

²² <https://udlguidelines.cast.org/>

adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Well-being. The state of being comfortable, healthy, or happy.