Performance Assessment Guide

Leadership Cycle 2:
Facilitating Communities of Practice

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 2, see the Contact Us page on the California Educator Credentialing Assessments website.

Contents

Acknowledgments

Overview

Effective [equity-driven educational leaders](1) promote a collaborative professional learning culture in schools. One major leadership skill that supports this culture is [facilitating](1) professional learning by building and supporting communities of practice. Related leadership skills include analyzing the progress of professional learning and reflecting on areas for improvement.

Leadership Cycle 2 focuses on [co-facilitating](1) collaborative professional learning within a [community of practice](1) for the purpose of improving teaching and student learning. Within the cycle of *investigate, plan, act,* and *reflect,* you will identify and work with a small group of educators at your school to identify a [problem of practice](1). Additionally, the group will jointly determine one relevant evidence-based strategy to address the problem of practice that will strengthen and increase equitable learning and/or [well-being](1) for all students. The group will implement the evidence-based strategy over several weeks. During this time, you will conduct and record meetings with the group and collaboratively lead the professional learning of the community of practice, based on your learning from the implementation of the strategy. Finally, you will reflect on how your co-facilitation supports the group to address the problem of practice, how you supported all members to share what they have learned about the evidence-based strategy that was implemented, and how you responded to the group's feedback on your capacity to equitably co-facilitate the community of practice.
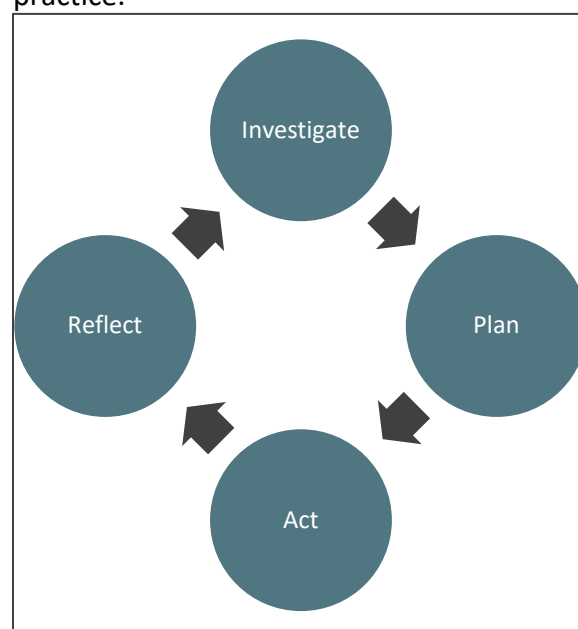
> [Equity gap](1) findings from Cycle 1 may inform the focus of your work in Cycle 2.

---

[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).

The graphic illustrates the process you will follow with the group in Leadership Cycle 2.

Select...

Area of Educational Focus
(based on data)

Problem of Practice
(root causes)

Strategy

Implement Strategy

Monitor Effectiveness
(using data)
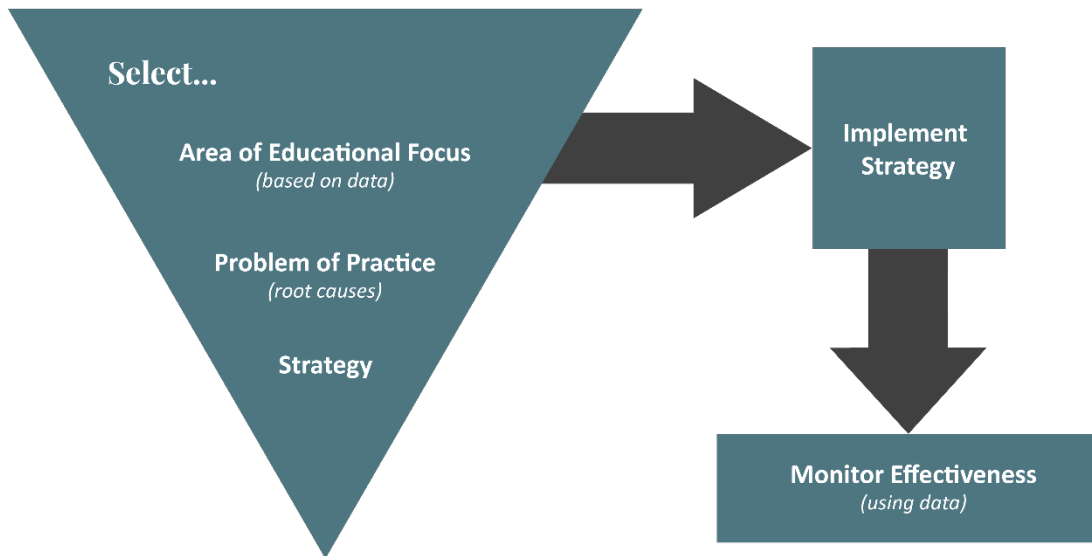
Leadership Cycle 2 includes four specific steps to be completed in order: investigate, plan, act, then reflect.

❖ **Step 1: Investigate.** Inquire about and describe the current context, culture, and practices of collaborative professional learning and/or communities of practice at your school. Select a group of 3 to 5 school educators to work as a community of practice to address an area of educational focus related to an identified student learning need and/or well-being, identified by using available student data and the school's mission, vision, and/or goals.

❖ **Step 2: Plan.** Meet with your community of practice group, and use your co-facilitation skills to help the group collaboratively choose one problem of practice to improve student learning and/or well-being based on the identified area of educational focus. Additionally, with your group, choose one relevant evidence-based strategy to implement in order to address the problem of practice.

❖ **Step 3: Act.** Once the problem of practice and evidence-based strategy are jointly identified and agreed to by the community of practice group, co-facilitate 3 additional meetings to lead the group's collaborative professional learning as they implement the evidence-based strategy. Video-record all group meetings, select key video clips, and provide annotations to document where and how you co-facilitated the group to address the problem of practice.

❖ **Step 4: Reflect.** Referencing implementation results and community of practice member feedback, identify and consider your personal leadership skills, practices, and growth areas related to co-facilitating a community of practice and implementing an evidence-based strategy that you have developed through this cycle. Reflect on how you engaged equitably with the group to address the problem of practice, with a focus on student learning and/or well-being, through cycles of inquiry.

> A community of practice is a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Investigate (template provided in ePortfolio system)	• Inquire about and describe the current professional learning context and investigate the role of collaborative professional learning and/or communities of practice at your school. • Based on available student data, identify an educational focus for collaborative professional learning that could positively impact student learning and/or well-being. • Based on the area of educational focus, select an appropriate group of 3 to 5 educators from your school to serve as a new community of practice or invite an existing community of practice to engage in professional learning with you for this cycle.	• **Part A:** Written Narrative: Context, Area of Educational Focus, Community of Practice (no more than 5 pages)
Step 2: Plan (template provided in ePortfolio system)	Hold a planning meeting with the group (3 to 5 school educators): 1. Create an agenda for the planning meeting. 2. Agree upon a problem of practice within or from the area of educational focus based on relevant data and school vision, mission, and/or goals, and discuss the rationale for selecting this problem of practice. 3. Jointly select one relevant evidence-based strategy to address the agreed-upon problem of practice to support student learning and/or well-being. 4. Record minutes during the meeting, describing what was discussed and next steps.	• **Part B:** Written Narrative: Problem of Practice and Strategy to Address the Problem of Practice (no more than 4 pages) • **Part C:** Planning Meeting Agenda • **Part D:** Planning Meeting Minutes
Step 3: Act (annotation tool provided in ePortfolio system)	• Implement the evidence-based strategy with the group over several weeks. • During this time, co-facilitate at least 3 implementation meetings (in addition to the first planning meeting in Step 2) to learn about the evidence-based strategy and support the group and individual members to implement the strategy to address the problem of practice (student learning and/or well-being). Create an agenda for each meeting. Document the group's learning in meeting minutes, including what was discussed, as the group jointly reflects on the implementation and initial results of the strategy and professional learning. Include agreed-upon next steps in the minutes.	• **Part E:** Agendas for Implementation Meetings (at least 3 meetings) • **Part F:** Minutes for Implementation Meetings (at least 3 meetings)

(Continued)

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 3: Act (continued)	- Collect key collaborative work products used during the meetings. - Video-record all meetings. Select and annotate 3 video clips that show (1) your approach to co-establishing or revisiting norms for the community of practice; (2) your ability to assist the group to establish ownership, reach consensus, redirect or refocus the conversation, and/or co-facilitate how to implement the evidence-based strategy; and (3) how you worked with the group to jointly determine next steps. - Annotation titles include: - Developing or Reviewing Shared Norms and Meeting Purpose - Documenting Agreements and Decisions - Building Consensus - Maintaining Focus and Energy - Monitoring for Progress and Next Steps	**Part G:** Key Collaborative Work Products (no more than 10 pages) **Part H:** 3 Annotated Video Clips (no more than 5 minutes each)
Step 4: Reflect (template provided for written narrative only in ePortfolio system)	Referencing implementation results and community of practice member feedback, analyze your experience co-facilitating a community of practice and implementing an evidence-based strategy, including your personal leadership skills, practices, and growth areas. Reflect on your learning and equitable leadership development throughout Cycle 2.	**Part I:** Reflective Narrative (no more than 4 pages of written or no more than 5 minutes of video explanation)

Step 1: Investigate

I. Inquiry into Collaborative Professional Learning at the School

Directions: Investigate the role of current professional collaboration at the school as it relates to student learning and/or well-being. Consult with teachers and school leaders to learn about collaborative professional learning activities, including communities of practice, that are currently underway. Consider how the practices of group professional collaboration and learning affect the school's learning environment; the experiences of teachers and students; and ongoing school, district, and California-initiated school improvement efforts.

Professional Learning Context

Directions: Respond to the following prompts on the Part A: Written Narrative: Context, Area of Educational Focus, Community of Practice Template provided to describe and analyze the role of current practices of collaborative professional learning at the school.

1. Describe and analyze the role of collaborative professional learning at the school as it relates to student learning and/or well-being.

   a. Analyze the ways in which professional educators (e.g., teachers, specialists, aides, support staff) at the school currently engage with one another in professional learning or communities of practice. In addition, describe the impact and/or lack of impact of this professional learning and/or community of practice approach in relation to student learning and/or well-being.

   b. Provide information about any formal training offered to professional educators (e.g., teachers, specialists, aides, support staff) at the school within the past three years related to collaborative professional learning, communities of practice, or group learning process.

   c. Analyze the role of professional learning at the school (e.g., the history of collaborative professional learning in the school; practices of collaborative professional learning or communities of practice among teachers, staff, students, and families/guardians; the management of communities of practice at the school; expected outcomes for collaborative professional learning at the school). Does professional learning facilitate or hinder collaborative learning at the school?

   d. Describe how collaborative professional learning reflects evidence-based adult learning processes and cite relevant research to support your analysis.

2. As a result of your investigation and given the contexts as well as available school data related to student learning and/or well-being, describe the most important issues you will need to consider in preparing to co-facilitate and support a community of practice to engage in collaborative professional learning.

II. Selecting an Area of Educational Focus Based on Data and Establishing a Community of Practice

Directions: With guidance from one or more school administrators and/or teacher leaders, choose an area of educational focus, based on student data (e.g., student demographics, academic performance, other relevant student information) related to learning and/or well-being, for group collaborative professional learning that corresponds to the school's vision, mission, and/or goals.

> The educational focus may be what you identified in Cycle 1 (as appropriate), or a focus that colleagues at the school have already identified as an area for study or improvement for student learning and/or well-being and may already have an established group working to understand and improve conditions for students. You may choose to join this group instead of establishing a new group and take on a leadership role as you complete Cycle 2.

Select a small group of 3 to 5 educators, in addition to yourself, from the school to form a new community of practice or join an existing community of practice to engage in professional learning related to the chosen area of educational focus. Verify permission from the group members to video-record the meetings you will conduct in Leadership Cycle 2.

> This cycle requires at least 3 educators* to be present and video recorded at each community of practice meeting. To ensure that you always have 3 at a meeting, you may want to select 4 or 5 educators to be part of the community of practice to meet this requirement.
>
> **You must establish an actual community of practice comprised of educators working at the identified school site, and your meetings must not be staged or scripted. You must submit the agenda and minutes from your initial planning meeting and the agendas and minutes from at least three implementation meetings.**
>
> **NOTE: Staging a meeting includes pre-determining which community of practice members will speak at any given moment or order, what the focus of their comments will be, and what reactions from other community of practice members will be, while scripting includes a common document where each person's comments are written out for them prior to the meeting.**
>
> Follow all district policies regarding video recording of individuals.
>
> You are responsible for verifying and, if necessary, obtaining appropriate permissions from all individuals who appear in the video clips submitted.

> If a substitution occurs in your community of practice, please include this information in your submission.
>
> *Educators may include a range of adults at the school site (e.g., administrators, teachers, coaches/mentors, support personnel, specialists, aides, family members/guardians).

Respond to the following prompts using the Part A: Written Narrative: Context, Area of Educational Focus, Community of Practice Template provided.

1. Describe the agreed-upon area of educational focus for improving student learning and/or well-being (obtained with guidance from one or more school administrators and/or teacher leaders), discussing the relevant data and connecting to the school's vision, mission, and/or goals, selected for group professional learning.

2. Provide a list of the job titles for each member of the community of practice group, detailing the specific reason(s) for each member's inclusion and referencing the area of educational focus.

3. Provide a brief description of your relationship or positionality (e.g., coach, mentor, teacher colleague, administrator) to each member of the group.

4. Provide a description of each group member's demographics and how this reflects or is different from the school's demographics.

5. Provide an explanation of how you obtained each group member's commitment, including their reasons for agreeing to participate in the community of practice. Explain how the work of this group is likely to advance conditions for students' learning and/or well-being.

Evidence to Be Submitted

❖ **Part A:** Written Narrative: Context, Area of Educational Focus, Community of Practice (no more than 5 pages)

Step 2: Plan

I. Conduct a Planning Meeting to Collaboratively Select a Problem of Practice Based on Student and School Data

Create an agenda for the planning meeting. Conduct and co-facilitate the meeting with group members' active involvement to review and analyze data, including student demographics, student learning and academic performance or well-being, and other relevant student information related to the selected area of educational focus. Working collaboratively with the group, use the data to determine a problem of practice (how practitioners may improve instructional practice or the system) related to student learning and/or well-being that corresponds to the school's vision, mission, and/or goals; reflects California state standards and/or curriculum frameworks or equivalent, or other applicable standards; and addresses existing student group performance differences. Record minutes during the planning meeting, describing what was discussed and agreements to next steps the group will take.

> A problem of practice is 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 practice or the system. 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.

Directions: Respond to the following prompts on the Part B: Written Narrative: Problem of Practice and Strategy to Address the Problem of Practice Template provided.

1. Describe how you worked collaboratively with the group to select a problem of practice based on the area of educational focus that addresses how practitioners will improve student learning and/or well-being by either improving their instructional practice or addressing the system.

2. State and describe the problem of practice selected by the group, referencing data, including student demographics, student learning and academic performance or well-being, and other relevant data differentiated by student groups that you presented. Describe the group's rationale for selecting this problem of practice and how you co-facilitated to help the group make their selection, building ownership among members of the group.

3. How does the problem of practice correspond to the school's vision, mission, and/or goals; reflect California state standards and/or curriculum frameworks or equivalent, or other applicable standards; and address existing student group performance differences?

II. Strategy to Address the Problem of Practice

Co-facilitate the planning meeting to collaboratively select one relevant evidence-based strategy to address the problem of practice. Be sure that you have selected a *strategy, and not a program,* for the school to implement. The group will implement the one relevant evidence-based strategy and collect initial results. Results should yield improvements in student learning and/or well-being. The strategy selected by the group will be the focus for their professional learning. Examples include but are not limited to the following:

- an **instructional strategy** (e.g., performance-based learning or literacy instruction embedded within a subject-matter curriculum) to yield increased student engagement, including effective differentiated instruction or support for English learners, students with identified learning needs (Individualized Education Program [IEP], 504 plans, Gifted and Talented Education [GATE]), or students who have experienced trauma in or outside of school to yield increased proficiency in grade-level standards

- an **assessment strategy** (e.g., informal assessment, student self-assessment, formal assessment aligned to the California state standards and/or curriculum frameworks or equivalent) to yield increased academic performance

- a **behavioral practice or strategy** related to student well-being (e.g., practices or programs to address cyber-bullying) to create a safe and inclusive learning environment

Directions: Respond to the following prompts on the Part B: Written Narrative: Problem of Practice and Strategy to Address the Problem of Practice Template provided to explain the strategy to address the problem of practice (student learning and/or well-being) selected by the group.

1. Explain the collaborative process for how you selected the one relevant evidence-based strategy that addresses the problem of practice, potentially leading to improved student learning and/or well-being across student groups.

2. Describe the group's rationale for selecting this evidence-based strategy and how you co-facilitated to help the group make their selection. How will the group learn about this strategy? What challenges do you anticipate the group might encounter and how could they be addressed?

3. What improvements for student learning and/or well-being related to the problem of practice does the group expect the selected evidence-based strategy will yield?

4. How will you co-facilitate the group to determine a monitoring process to understand the impact of the evidence-based strategy? Describe how you and the group plan to monitor and analyze initial results.

Evidence to Be Submitted

- ❖ **Part B:** Written Narrative: Problem of Practice and Strategy to Address the Problem of Practice (no more than 4 pages)

- ❖ **Part C:** Planning Meeting Agenda

- ❖ **Part D:** Planning Meeting Minutes

Step 3: Act

I. Co-facilitate Community of Practice Implementation Meetings

Directions: In the weeks that the group will implement the evidence-based strategy, conduct a minimum of at least 3 implementation meetings. During meetings, assist group members to learn about and be able to implement the collaboratively selected strategy to address the problem of practice; monitor with the group initial results of the strategy and early impact on student learning and/or well-being; support the group, both individually and collectively, in their implementation and progress monitoring of the strategy, resulting in improvements in student learning and/or well-being; and co-facilitate meetings to ensure that all members are engaged and to provide the opportunity for equitable participation in the learning community.

Your role as co-facilitator and equitable leader includes

- participating in regular, agreed-upon meetings with the group to prepare, implement, and review the evidence-based strategy within cycles of inquiry and action;

- developing and supporting the group's engagement in professional collaboration and learning (e.g., communicating effectively, setting and using norms, documenting agreements and decisions, respecting diverse viewpoints, building consensus, responding to individual and collective feedback, maintaining the group's focus and energy);

- supporting individual and group learning and capacity within and between meetings;

- recognizing any challenges encountered by the group as together you jointly prepare, implement, and review the evidence-based strategy and engage in problem-solving challenges;

- monitoring the approach to professional collaboration as the group meets and acts, and adjusting your role as an equitable leader;

- co-analyzing with the group the initial results of the evidence-based strategy implemented and jointly determining next steps.

> The collaboratively selected evidence-based strategy must be implemented and initial results monitored during the time period when the 3 meetings are conducted.

II. Document Community of Practice Progress

Directions: Document the group's learning progress by maintaining detailed agendas and minutes that you will submit for each implementation meeting. Collect and submit key collaborative work products (no more than 10 pages) used during the meetings (e.g., lesson plans, student work products, instructional materials, assessment tools, data or evidence collected). Document in the minutes the range of agreed-upon support you provide to the

group or to individual members. Based on your meeting discussion and co-analysis of findings, track progress, early impact, and/or initial results of implementation of the strategy (e.g., Is the strategy making a difference in what or how students are learning and/or experiencing school?). Document agreed-upon next steps the group will take prior to each meeting.

> You are required to submit 3 implementation meeting agendas and 3 implementation meeting minutes. Your submission will not be scored unless you provide the required agendas and minutes.

Video-record all implementation meetings to provide supporting evidence of your equitable leadership and collaborative facilitation skills and practices.

> **You must establish an actual community of practice comprised of educators* working at the identified school site, and your meetings must not be staged or scripted.**
>
> **NOTE: Staging a meeting includes pre-determining which community of practice members will speak at any given moment or order, what the focus of their comments will be, and what reactions from other community of practice members will be, while scripting includes a common document where each person's comments are written out for them prior to the meeting.**
>
> Follow all district policies regarding video recording of individuals.
>
> You are responsible for verifying and, if necessary, obtaining appropriate permissions from all individuals who appear in the video clips submitted.
>
> If a substitution occurs in your community of practice, please include this information in your submission.
>
> *Educators may include a range of adults at the school site (e.g., administrators, teachers, coaches/mentors, support personnel, specialists, aides, family members/guardians).

Review the video(s) and select **3 video clips** that demonstrate the following:

Video Clip 1 (no more than 5 minutes)

Video-record your approach to co-establishing or revisiting norms for the community of practice, including monitoring of meeting progress and reviewing and agreeing to purpose of and outcomes for the meeting (e.g., communicating effectively, setting norms, documenting agreements and decisions, respecting diverse viewpoints, building consensus, responding to individual and collective feedback, maintaining the group's focus and energy).

Video Clip 2 (no more than 5 minutes)

Video-record the meeting discussion during which you assist the group to establish ownership of the community of practice and agreement in how to approach the implementation of the evidence-based strategy. For example, show how you use norms, reach consensus about next steps, redirect or refocus the conversation to lead the community back to the purposes or goals for the meeting, and/or co-facilitate group.

Video Clip 3 (no more than 5 minutes)

Video-record how you co-facilitate the group to monitor progress. For example, show how you track early impact and/or initial results, co-analyze results, gain closure on agreements and outcomes of meetings, and/or jointly establish next steps for individual or group support.

> Each Step 3 video clip must be **unedited and continuous, and provide uninterrupted facilitation of the meeting. Video clips should not be edited to include added titles, music, graphics, or other elements**.
>
> Assessors will watch only the first 5 minutes of video for each clip. If the total time for each video exceeds 5 minutes, assessors will stop viewing, and any remaining video and associated annotations will not be considered.
>
> The candidate and individuals who are actively participating must be visible in the video recordings.

Provide 5 annotations to the 3 video clips to document and explain your co-facilitation skills.

Annotations

Your annotations are brief text explanations/narrative analyses that highlight your co-facilitation skills and are attached to specific timestamped points in a video clip.* *These annotations must identify the **specific moment(s)** in the video clips that **demonstrate the required actions** and **analyze how those moment(s) support identified co-facilitation skills***. Use 1 annotation title for each timestamped segment. Use each of the 5 annotations at least once across the 3 video clips. For each annotation, you will

- select an annotation title (described below) from a drop-down list and

- provide a brief rationale to highlight what you are doing and why it supports your co-facilitation. Your explanation must align to what is seen in the video timestamp you have selected.

> ***Do NOT set timestamps that are the entire duration of the video clip. The purpose of the timestamps and annotations is to provide you with the opportunity to demonstrate to the assessor when and where you are purposefully demonstrating co-facilitation skills.** The lengths of annotation timestamps should be set to highlight the specific moment(s) in the clip where the annotation evidence can be seen and heard.

Annotation Titles

Developing or Reviewing Shared Norms and Meeting Purpose
Co-facilitation to establish or re-visit group norms and meeting purpose

Documenting Agreements and Decisions
Co-facilitation of the meeting to support documentation of the group's agreements, decisions, and next steps for implementing the evidence-based strategy

Building Consensus
Support for the collaborative group process using meeting norms, including responding to individual and collective feedback, checking for understanding, supporting diverse viewpoints, building consensus, and providing the opportunity for all to speak and share ideas during the meeting(s)

Maintaining Focus and Energy
Demonstration of equitable leadership to maintain members' focus and energy during meetings and between meetings; how you manage expectations, allow for time to think and respond, and seek clarification and understanding; and your positivity and receptiveness to all members of the group

Monitoring for Progress and Next Steps
Documentation of the group's effort to monitor progress of implementation of the evidence-based strategy to address the problem of practice, discussion and co-analysis of implementation results, and co-determination of next steps for individual or group support to collect progress data

> **Annotations:** Each annotation title must be used at least once across the 3 video clips. If appropriate, you may use annotation titles multiple times. Be sure that your annotation title and rationale explain the timestamped segment you have selected. For each annotation rationale, you may enter up to 1,000 characters. If you write an annotation rationale in a separate file and copy it into the system, only the first 1,000 characters will be accepted.

Labels: When you upload your annotated video clips for submission, you will be required to assign a label to each file, indicating whether it is Clip 1-Opening of Meeting, Clip 2-Professional Collaboration, or Clip 3-End of Meeting and Next Steps. Be sure that you appropriately label each video clip during the upload process.

Evidence to Be Submitted

❖ **Part E:** Agendas for Implementation Meetings (at least 3 meetings)

❖ **Part F:** Minutes for Implementation Meetings (at least 3 meetings)

❖ **Part G:** Key Collaborative Work Products (no more than 10 pages)

❖ **Part H:** 3 Annotated Video Clips (no more than 5 minutes each)

Step 4: Reflect

I. Analysis of Developing a Community of Practice through Co-facilitation

Directions: Analyze what you learned from developing or joining an existing community of practice and serving as a leader to co-facilitate professional learning and implementation of an evidence-based strategy. Ask group members to provide feedback on and evaluate the collaborative learning process; the quality of the professional guidance and support they received from you and each other; and what they believe changed in their knowledge and practice as a result of the learning that occurred. Referencing implementation results and community of practice member feedback, identify successes and challenges in co-facilitating learning with the group. Draw from evidence-based professional practices related to equitable leadership development, adult learning, and the role of interpersonal skills in group facilitation.

II. Reflective Narrative

Directions: Reflect on your learning and equitable leadership development throughout Leadership Cycle 2 by responding to the following prompts. You have two options for responding: either

- in a written narrative using the Part I: 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.

When responding to the prompts, **consider your leadership capacity to co-facilitate collaborative professional learning and implementation of an evidence-based strategy**.

1. Cite evidence (including the agendas and minutes, group work products and initial implementation results, videos and annotations, and/or group feedback on the process) of how your actions affected members and influenced progress toward meeting the group's goals to address a problem of practice and monitor initial impact on student learning and/or well-being.

2. Cite evidence (including the agendas and minutes, group work products and initial implementation results, videos and annotations, and/or group feedback on the process) of how effectively you maintained a high standard of professionalism, integrity, and equity (e.g., respect for diverse viewpoints) as you worked with members of the community of practice. Include how you established and maintained the same expectations of others.

3. What aspects of school culture and context influenced the co-facilitation of a community of practice at your school, and what actions did you take to respond to these contextually based challenges or supports?

4. Analyze your strengths and areas for growth in co-facilitating a community of practice. Reflect on initial implementation results, the group's feedback to you, and research related to equitable leadership development, adult learning, or group co-facilitation.

5. Based on the analysis of your experiences in Cycle 2, identify specific professional learning goals and describe next steps for growth.

Evidence to Be Submitted

❖ **Part I:** Reflective Narrative (no more than 4 pages of written or no more than 5 minutes of video explanation)

Leadership Cycle 2 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 seven essential questions for the CalAPA rubrics contained in Leadership Cycle 2.

Step 1: Investigate	
Rubric 2.1	How does the candidate describe and analyze the role of current practices of professional collaboration at the school as the current practices relate to student learning and/or well-being?
Rubric 2.2	How does the candidate select an area of educational focus based on student data and choose a group of educators to participate in a community of practice about student learning and/or well-being that corresponds to the school's vision, mission, and/or goals?
Step 2: Plan	
Rubric 2.3	Based on the agreed-upon area of educational focus, how does the candidate collaboratively work with the group to select a problem of practice (how practitioners may improve instructional practice or the system) related to student learning and/or well-being and build group ownership?
Rubric 2.4	How does the candidate explain the collaborative process used to select one relevant evidence-based strategy and work with the group to learn about and monitor implementation of that strategy to address the selected problem of practice? How does the candidate describe the potential impact on student learning and/or well-being?
Step 3: Act	
Rubric 2.5	How does the candidate demonstrate and analyze their co-facilitation of group learning—including establishing, reviewing, and using norms; documenting decisions; facilitating a collaborative process (group consensus, feedback, and progress); supporting diverse viewpoints; maintaining group focus and energy; and jointly determining next steps?
Rubric 2.6	How does the candidate demonstrate and analyze their leadership as they co-facilitate group meetings and support members, individually and as a group, in learning to implement the evidence-based strategy and use initial results and feedback from members to help inform the learning process?
Step 4: Reflect	
Rubric 2.7	How does the candidate use initial implementation results and feedback from the group—citing evidence from any of the four steps—to analyze their leadership skills and practices in order to identify areas for growth and identify next steps for equitably co-facilitating a community of practice?

Step 1 Rubrics

Rubric 2.1 — Step 1: Investigate

Essential Question: How does the candidate describe and analyze the role of current practices of professional collaboration at the school as the current practices relate to student learning and/or well-being?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not describe or analyze the role of current professional collaboration practices at the school.	Candidate briefly describes current professional collaboration practices at the school with minimal analysis of their role.	Candidate describes and analyzes the role of current professional collaboration practices at the school and how these practices relate to student learning and/or well-being.	**All of Level 3, plus:** Candidate explains the relationship between different forms of professional collaboration at the school and how these practices have impacted student learning and/or well-being, providing evidence from observations, documentation, surveys, student work, and/or staff consultations.	**All of Levels 3 & 4, plus:** Candidate critiques professional collaboration at the school, citing evidence-based adult learning processes and/or research that supports or refutes the practices and outlines implications for facilitating a community of practice at the school.

Source of Evidence:

- **Part A:** Written Narrative: Context, Area of Educational Focus, Community of Practice (no more than 5 pages)

CAPE Standard 2; Elements 2A, 2B, 2C, 2D

Rubric 2.2 — Step 1: Investigate

Essential Question: How does the candidate select an area of educational focus based on student data and choose a group of educators to participate in a community of practice about student learning and/or well-being that corresponds to the school's vision, mission, and/or goals?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate selects an area of educational focus that is not based on student data or the school's vision, mission, and/or goals. **OR** Candidate provides little detail about demographic characteristics and/or does not provide reasons for member inclusion to participate in the community of practice. **OR** Candidate does not select an area of educational focus.	Candidate selects and minimally describes an area of educational focus loosely based on student data and/or the school's vision, mission, and/or goals. Candidate lists group members and provides brief or irrelevant detail of their demographic characteristics. Reasons for member inclusion to participate in the community of practice are not clear.	Candidate selects an area of educational focus, citing data on student learning and/or well-being that corresponds to the school's vision, mission, and/or goals. Candidate describes community of practice group members by demographic characteristics, current job titles, assignments, and positional relationships, and provides clear reasons for inclusion in the group for each member in relation to the selected area of educational focus.	**All of Level 3, plus:** Candidate articulates how the work of the group is likely to advance conditions for student learning and/or well-being.	**All of Levels 3 & 4, plus:** Candidate provides a rationale for including the specific range of members in their community of practice to ensure diverse viewpoints are represented and respected, leading to supports for all students to learn and to experience a positive sense of well-being.

Source of Evidence:

- **Part A:** Written Narrative: Context, Area of Educational Focus, Community of Practice (no more than 5 pages)

> **CAPE Standard 1; Element 1C**
>
> **CAPE Standard 2; Element 2C**

Step 2 Rubrics

Rubric 2.3 — Step 2: Plan

Essential Question: Based on the agreed-upon area of educational focus, how does the candidate collaboratively work with the group to select a problem of practice (how practitioners may improve instructional practice or the system) related to student learning and/or well-being and build group ownership?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate names a problem of practice not related to student learning and/or well-being or educational focus. **OR** Candidate names a problem that is only a restatement of the educational focus and/or does not focus on practitioners' ability to improve instructional practice or the system. **OR** Candidate provides no evidence that they solicited input from the group to select the problem of practice and does not seek consensus or develop group ownership.	Candidate describes a problem of practice (how practitioners may improve instructional practice or the system) with minimal relation to student learning and/or well-being, or it is not clear how the problem of practice is based on the agreed-upon area of educational focus. Candidate minimally involves the group in the selection of the problem of practice. Group consensus-building process is not clear and candidate's attempt to establish group ownership is cursory.	Based on the agreed-upon area of educational focus, the candidate works collaboratively with the group to select a problem of practice (how practitioners may improve instructional practice or the system) in relation to student learning and/or well-being, based on student data. Candidate explains how they collaboratively facilitated the group's process in analyzing student data and consensually selecting a problem of practice, building ownership among members of the group.	**All of Level 3, plus:** Candidate differentiates the academic performance for student groups and/or issue of well-being, providing supporting student data/evidence and explains how they co-facilitated the group to collaboratively address these differences in defining the problem of practice.	**All of Levels 3 & 4, plus:** Candidate explains how and why they co-facilitated the collaborative process with the group members to analyze student data/ evidence, respected diverse viewpoints of the group, and co-identified the problem of practice.

Sources of Evidence:

- **Part B:** Written Narrative: Problem of Practice and Strategy to Address the Problem of Practice (no more than 4 pages)
- **Part C:** Planning Meeting Agenda
- **Part D:** Planning Meeting Minutes

CAPE Standard 1; Element 1C

CAPE Standard 2; Elements 2A, 2D

CAPE Standard 5; Elements 5B, 5C

Rubric 2.4 — Step 2: Plan

Essential Question: How does the candidate explain the collaborative process used to select one relevant evidence-based strategy and work with the group to learn about and monitor implementation of that strategy to address the selected problem of practice? How does the candidate describe the potential impact on student learning and/or well-being?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate selects a strategy with no connection to the problem of practice and does not provide evidence of consulting the group for input or consensus.	Candidate selects a strategy that vaguely addresses the problem of practice. Candidate seeks minimal input and consensus from the group regarding the selection of the strategy and the potential impact of the strategy on student learning and/or well-being. **OR** Candidate does not build consensus to select one evidence-based strategy.	Candidate explains the collaborative process used to select one relevant evidence-based strategy. Candidate collaboratively works with the group to learn about and monitor implementation of the evidence-based strategy to address the problem of practice. Candidate describes the potential impact on student learning and/or well-being.	**All of Level 3, plus:** Candidate describes in detail how the collaboratively determined evidence-based strategy will improve student learning and/or well-being across specific student groups.	**All of Levels 3 & 4, plus:** Candidate thoroughly explains potential implementation implications and/or challenges.

Sources of Evidence:

- **Part B:** Written Narrative: Problem of Practice and Strategy to Address the Problem of Practice (no more than 4 pages)
- **Part C:** Planning Meeting Agenda
- **Part D:** Planning Meeting Minutes

> **CAPE Standard 2; Elements 2A, 2C**
>
> **CAPE Standard 3; Element 3C**
>
> **CAPE Standard 5; Element 5B**

Step 3 Rubrics

Rubric 2.5 — Step 3: Act

Essential Question: How does the candidate demonstrate and analyze their co-facilitation of group learning—including establishing, reviewing, and using norms; documenting decisions; facilitating a collaborative process (group consensus, feedback, and progress); supporting diverse viewpoints; maintaining group focus and energy; and jointly determining next steps?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not demonstrate facilitation skills during the meeting (no norms are used, decisions are not documented, a collaborative process is not used, diverse viewpoints are not expressed, no attempt to maintain group focus or energy is evident). **OR** Candidate does not provide a narrative analysis of co-facilitation of group learning in their annotations. **OR** Next steps are not determined.	Candidate facilitates the group meetings and provides evidence of establishing norms but not a process for using them with limited information on how the group makes decisions, works collaboratively, respects diverse viewpoints, or maintains focus and energy. Candidate only occasionally provides a narrative analysis of co-facilitation of group learning in their annotations. It is not clear that next steps are jointly determined by the group.	Candidate demonstrates a range of co-facilitation skills that support group learning, including establishing or reviewing norms, using norms, documenting group decisions, facilitating a collaborative process, respecting diverse viewpoints, and maintaining group focus and energy. Candidate consistently provides a narrative analysis of co-facilitation of group learning in their annotations. Candidate works with the group to jointly determine next steps.	**All of Level 3, plus:** Candidate purposefully seeks diverse viewpoints and clearly encourages all members of the community to speak and share ideas during meetings.	**All of Levels 3 & 4, plus:** Candidate critiques their co-facilitation skills used during the implementation meeting based on group learning processes and/or research that supports co-facilitation practices.

Source of Evidence:

- **Part H:** 3 Annotated Video Clips (no more than 5 minutes each)

CAPE Standard 2; Element 2C

CAPE Standard 3; Element 3C

CAPE Standard 5; Element 5B

Rubric 2.6 — Step 3: Act

Essential Question: How does the candidate demonstrate and analyze their leadership as they co-facilitate group meetings and support members, individually and as a group, in learning to implement the evidence-based strategy and use initial results and feedback from members to help inform the learning process?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not co-facilitate or support group learning and implementation of the evidence-based strategy. **OR** Candidate does not provide a narrative analysis of their leadership in their annotations. **OR** Candidate does not ask for or collect initial results or feedback from the group.	Candidate minimally co-facilitates implementation and group learning about the evidence-based strategy during meetings with little or unspecific support for individuals or the group. Candidate only occasionally provides a narrative analysis of their leadership in their annotations. Candidate collects or asks group for initial results and feedback, but does not show evidence of use of results or feedback received from the group to inform the learning process.	Candidate co-facilitates meetings as the group implements and collaboratively learns about the evidence-based strategy, checking for understanding during meetings and providing support to individuals and the group. Candidate consistently provides a narrative analysis of their leadership in their annotations. Candidate collects and uses initial results and feedback from all members of the group to inform the learning process.	**All of Level 3, plus:** Candidate consistently addresses initial results and feedback to inform the collaborative learning process within and between meetings, and together the group identifies challenges and successes encountered during implementation of the evidence-based strategy.	**All of Level 4, plus:** Candidate and the group jointly propose and act on potential solutions to challenges and celebrate successes encountered during implementation of the evidence-based strategy, adjusting the implementation strategy as needed in response to the challenge or success.

Sources of Evidence:

- **Part E:** Agendas for Implementation Meetings (at least 3 meetings)
- **Part F:** Minutes for Implementation Meetings (at least 3 meetings)
- **Part G:** Key Collaborative Work Products (no more than 10 pages)
- **Part H:** 3 Annotated Video Clips (no more than 5 minutes each)

> **CAPE Standard 1; Element 1B**
>
> **CAPE Standard 2; Elements 2A, 2C**

Step 4 Rubric

Rubric 2.7 — Step 4: Reflect

Essential Question: How does the candidate use initial implementation results and feedback from the group—citing evidence from any of the four steps—to analyze their leadership skills and practices in order to identify areas for growth and identify next steps for equitably co-facilitating a community of practice?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate provides no connection to initial implementation results and/or feedback from the group to identify strengths or areas for growth related to leadership practices. **OR** Candidate does not describe their leadership practice using an equitable leadership approach to co-facilitate a community of practice.	Candidate vaguely or inaccurately refers to initial implementation results and/or feedback from the group to identify strengths or areas for growth or next steps. Candidate provides an inconsistent or uncertain approach in their capacity to co-facilitate a community of practice. It is not clear that the candidate has an equitable approach to leadership practice.	Candidate uses initial implementation results and feedback from the group—citing evidence from any of the four steps—to analyze their leadership skills to identify areas for growth and next steps. Candidate clearly and consistently demonstrates how their leadership practice equitably co-facilitated a community of practice.	**All of Level 3, plus:** Candidate's analysis illustrates how they maintained professionalism and integrity as well as employed an equitable leadership approach consistently throughout the community of practice inquiry process and in response to the school's culture and context.	**All of Levels 3 & 4, plus:** Candidate draws on and cites evidence-based practices and/or research related to equitable leadership development, adult learning, and/or group co-facilitation as they analyze their own leadership practices and set goals for future practice as an equitable leader, describing challenges encountered.

Source of Evidence:

- **Part I:** Reflective Narrative (no more than 4 pages of written or no more than 5 minutes of video explanation)

> **CAPE Standard 2; Element 2C**
>
> **CAPE Standard 5; Elements 5A, 5B**

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 2 Submission Specifications on the following pages 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 2 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;

- export your final annotations for your records (for more information about the Export Annotations feature, see the Video Annotation Tool Guide on the California Educator Credentialing Assessments website).

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 2 Submission Specifications

Step 1: Investigate

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Written Narrative: Context, Area of Educational Focus, Community of Practice	.docx; .odt; .pdf	1	1	no more than 5 pages	• 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: Problem of Practice and Strategy to Address the Problem of Practice	.docx; .odt; .pdf	1	1	no more than 4 pages	• Download template. • Use Arial 11-point type. • Single space with 1" margins on all sides.
Part C: Planning Meeting Agenda	.docx; .odt; .pdf	1	1	N/A	
Part D: Planning Meeting Minutes	.docx; .odt; .pdf	1	1	N/A	

Step 3: Act

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part E: Agendas for Implementation Meetings	.docx; .odt; .pdf	1	1	N/A	In one file, submit agendas for each group meeting (at least 3 meetings).
Part F: Minutes for Implementation Meetings	.docx; .odt; .pdf	1	1	N/A	In one file, submit minutes for each group meeting (at least 3 meetings) that document the group's discussion and findings.
Part G: Key Collaborative Work Products	.docx; .odt; .pdf	1	1	no more than 10 pages	In one file, submit key collaborative work products (e.g., lesson plans, instructional materials, assessment tools).
Part H: 3 Annotated Video Clips	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	3	3	no more than 5 minutes each	• Before recording, verify permission from adults who appear in each video. • Provide annotations (brief text explanations/narrative analyses attached to specific points in the video clips). Refer to the Step 3 directions for annotation requirements and video content. • Be sure the individuals who are actively participating are visible in the video recording. • Ensure that the video recording is of sufficient visual and sound quality to serve as evidence. • When you upload your files for submission, you will be required to assign a label to each file, indicating whether it is Clip 1-Opening of Meeting, Clip 2-Professional Collaboration, or Clip 3-End of Meeting and Next Steps. Be sure that you appropriately label each video clip during the upload process.

Step 4: Reflect

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part I: 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 4 pages **Video:** no more than 5 minutes	For written narrative: • 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.[2] 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

---

[2] 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-cde.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.[3]

California Preschool Curriculum Frameworks.[4] 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.[5] The six state indicators/measures for schools as identified by the California Department of Education in the California School Dashboard[6] (chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance,[7] 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

---

[3] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

[4] https://www.cde.ca.gov/sp/cd/re/psframework.asp

[5] 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.

[6] 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).

[7] 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.[8] 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.[9] 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."[10]

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.[11]

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

---

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

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

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

[11] ELA/ELD Framework, 2014

disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.[12]

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

---

[12] 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.[13]

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."[14] 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).[15] 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

---

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

[14] https://www.cde.ca.gov/re/es/evidence.asp

[15] 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.[16]

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.[17]

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.

---

[16] ELA/ELD Framework, 2014

[17] 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 students[18] 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).[19] 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

---

[18] 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/

[19] 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.