

2023 Meredith Fellows Implementation Conference

California Commission on
Teacher Credentialing



Table of Contents

Sessions For All Participants

Keynote Speakers -- Pg. 5

1.6 Building a Class Profile -- Pg. 7

General Education TPA

1.2 Creating Consistent Support for CalTPA -- Pg. 9

1.3 Implementing CalTPA Supports in Partnership
with LEA, University Faculty & Supervisors -- Pg. 10

2.1 Two Strategies Using Rubrics for Assessment
in Mathematics -- Pg. 11

2.2 Teacher Preparation Program 360 Wraparound
CalTPA Support -- Pg. 12

3.1 Asynchronous Supports for the General
and Special Education CalTPA -- Pg. 13

3.2 Developing Powerful Assignments
that Support candidates with the CalTPA -- Pg. 14

4.2 Maximizing Candidate Understanding of
the CalTPA Steps to Strengthen Submissions -- Pg. 15

4.3 Techniques, Tips, and Tricks to Assist
EL Candidates with the CalTPAs -- Pg. 16

5.2 Using the CalTPA to Champion the CalTPA process -- Pg. 17

6.1 Supporting Teacher Candidates' Knowledge
and Implementation of Rubrics -- Pg. 18

6.3 Keeping It Together - CalTPA 101 -- Pg. 19

Education Specialist TPA

3.5 Implementing and Assessing Student Engagement -- Pg. 21

General Education and Education Specialist TPA

4.4 Focus Student 3: Humanizing our LGBTQIA+ Youth -- Pg. 23

5.3 TPA Results Analyzer Data Reports: Candidate Success,
Program Effectiveness, and Accreditation Needs -- Pg. 24

1.1 Learning the Ropes! -- Pg. 25

EdTPA

2.4 Multi-Tier System of Support for edTPA -- Pg. 27

3.4 Requirements of the edTPA Special Education
for California Assessment -- Pg. 28

5.1 Preparing Candidates for edTPA and
Analyzing Results (GenEd, and SPED) -- Pg. 29

6.4 Rocking the Role of an edTPA Coordinator -- Pg. 30

1.5 Tips for Education Specialists and Passing edTPA
(Double Session) -- Pg. 31



Table of Contents (cont.)



General Education and Education Specialist TPA

- 5.5 Supporting Candidates in developing Asset-Based instruction and understanding Funds of knowledge -- Pg. 33
- 1.8 Dyslexia E-Learning modules: A Resource for Teacher Educators and Teacher Candidates -- Pg. 34

CalAPA

- 1.7 Building Comprehensive Submissions: CalAPA Cycle 1 -- Pg. 37
- 2.3 Adult Education and Intentional Team Development: The Building Blocks of Cycle 2 -- Pg. 38
- 2.6 LAPASC Tango: LAUSD's Comprehensive Candidate Coaching Approach for CalAPA -- Pg. 40
- 2.7 Supporting CASC Candidates in Developing their CalAPA Submissions -- Pg. 41
- 3.7 CalAPA Leadership Cycle 3: The Art of Rationale Statements -- Pg. 42
- 3.7 What Do Data Results Reveal about CalAPA Leadership Cycle 2's Successes and Challenges -- Pg. 43
- 4.6 Early Learning Leadership: Training Pk-12 Administrators for Supervising ECE Programs -- Pg. 44
- 4.7 Building Comprehensive Submissions: CalAPA Cycle 2 -- Pg. 45
- 4.8 Equity Focused Instructional Leadership in Universal Transitional Kindergarten (UTK) -- Pg. 46
- 5.7 Building Comprehensive Submissions for CalAPA Cycle 3 -- Pg. 47
- 6.7 Dissecting Leadership Cycle 1 -- Pg. 48
- 6.8 ResultsAnalyzer CalAPA Results Analyzer Data Reports: Candidate Success, Program Effectiveness, and Accreditation Needs -- Pg. 49

Sessions for All Participants



Keynote Presentations

Day One: Australia's Performance Assessments featured a panel of experts discussing the development and implementation of educator performance assessment around the world, focusing on lessons learned in the evolution of Australia's teacher performance assessment.



Mark Grant, CEO of the Australian Institute for Teaching and School Leadership (aitsl). Aitsl's mission is promoting excellence so that teachers and leaders have the maximum impact on learning in all Australian schools and early childhood settings. Focusing on initial teacher preparation, aitsl provides support, resources, and tools to ensure every pre-service teacher is classroom-ready upon graduation. Aitsl is responsible for teacher program accreditation and teacher standards.



Wayne Cotton, Associate Professor at the University of Sydney's Centre for Educational Measurement and Assessment. Dr. Cotton will discuss the development of a performance assessment for graduate teaching which includes aspects of AI and machine learning.



Dr. Janet Clinton, Professor of Evaluation at the Assessment and Evaluation Research Centre, Melbourne Graduate School of Evaluation. Janet is an internationally recognised expert in Evaluation, Education and Assessment. She has worked in Australia, New Zealand, and the USA, and has been a principal investigator on many large complex evaluations and research projects.

Materials related to the **Australia's Performance Assessment** keynote address can be found at <https://drive.google.com/drive/folders/1ZWAVtmICif7zdATC6z-0vQyKIGf1sYxJ>

Day Two: “Uncovering the Veil: How Implicit Bias Impacts Educational Decisions” keynote address will examine the state’s efforts to address bias in performance assessment.



Terrelle B. Sales has worked extensively with the CTC on the creation and formation of inclusionary, culturally sustaining, and anti-bias practices for assessment development and evaluation. He holds the position as an Assistant Professor of Teacher Education at Pepperdine University. Dr. Sales also works as an expert Consultant for Pearson and the CTC on matters concerning implicit bias’s effect on teacher performance assessment evaluation and scoring. His keynote will address the potential impact of bias in teacher performance assessment and the importance of continuing our collective work towards anti-bias and culturally proficient practices in assessment development and evaluation.

Materials related to the keynote address “**Uncovering the Veil: How Implicit Bias Impacts Educational Decisions**” can be found at https://drive.google.com/drive/folders/1ZJ_XFTEiZ5jfDH8rNovz1xlxLCmq83Du

| 1.6 Building a Class Profile for Literacy | |
|--|--|
| Presenters | Dr. Amy K Conley, Cal Poly Humboldt Annie Song, Cal State LA |
| Session Summary | Educator preparation programs can help support candidates frame the idea of literacy profiles. Home languages, multiple literacy measures, assessment cycles, and teacher positionality are important concepts for candidates to consider when building their literacy profiles. |
| Content | <ul style="list-style-type: none"> ● Becoming familiar with the Getting to Know You Section of the Literacy TPA ● Comparing and contrasting the Context from Learning from current assessments with the proposed TPA ● Learning how to write a class literacy profile (step-by-step) ● Bridging student assessment data with student cultural and linguistic assets to inform instruction ● Discussing teacher positionality as a learner and how it impacts instruction ● Generating ideas for implementation |
| Activities Used | Breakout rooms to discuss language, Breakout rooms to connect activity to drafted Getting to Know You, Jamboard reflection at the end |
| Resources Used | Former Context for Learning documents, a draft of the new literacy Getting to Know You |
| Research Cited in this Presentation | Ladson-Billings, literacy assessment cycles |
| Contact Information | Dr. Amy K. Conley, amyk@humboldt.edu Annie Song, asong19@calstatela.edu |

General Education TPA



| 1.2 Creating Consistent Support for CalTPA | |
|---|--|
| Presenters | Mr. Darrell Blanks, Fresno Pacific University Dr. Angel Krause, Fresno Pacific University Dr. Robin Perry, Fresno Pacific University |
| Session Summary | This session highlighted strategies for creating consistent support for CalTPA across credential pathways, curriculum courses, and campuses. An online resource page housed in the university learning management system, comprehensive orientation attended by all teacher candidates, and centralized communication and support sessions ensure a common understanding of CalTPA requirements among all populations. Cycle specific tasks, templates, and rubric review are integrated into a two-semester curriculum course sequence. Faculty use CalTPA data for continuous improvement efforts. Participants received copies of program documents and participate in discussions about the potential benefits and challenges of implementing practices in their own contexts. |
| Content | Presenters oriented session participants to the context of their credential programs and introduced the challenges they face with creating consistent support for CalTPA. They then shared program-wide and course specific approaches to addressing identified challenges. Finally, CalTPA and CTC Program Completer survey data was used to illustrate the outcomes of strategies implemented and identify areas for ongoing program improvement. |
| Activities Used | Participants were asked to share challenges faced in their own contexts through the Zoom chat. There was also time in breakout rooms to consider approaches presented and applications. Questions were welcomed and addressed at multiple points during the presentation. |
| Resources Used | Presentation slides and shared document completed in breakout rooms |
| Contact Information | Dr. Robin Perry robin.perry@fresno.edu |

| 1.3 Implementing CalTPA Supports in Partnership with LEA, University Faculty & Supervisors | |
|--|--|
| Presenter | Kelly Vaughn, PhD. Education Professor/TPA Director. Notre Dame de Namur University |
| Session Summary | Share strategies in implementing CalTPA supports for teacher candidates, whether currently enrolled in teacher education programs or have just completed courses but still need to meet TPA requirements. In particular, the design and execution of 1-unit CalTPA support course, and ongoing professional development with our LEA partners, adjunct faculty, and university supervisors will be explained. Templates, documents, sample syllabi, and other materials will be included. |
| Content | <p>In this session, the following CalTPA support samples were shared, ones that have been implemented in past years at NDNU:</p> <ul style="list-style-type: none"> ● 0.5-1 unit course on EDU 4886 [CalTPA Support] that is separate from our EDU 4342/4442/4345/4445 [1st and second semester student teaching seminar]. The 4886 class meets about every other week as a cohort to review their CalTPA drafts together. ● Interactive online class activities for teacher candidates to reflect on their CalTPA process ● Our university CalTPA Policy Handbook ● NDNU Ed Course-CalTPA Step mapping ● University Supervisor Debrief Questions to Teacher Candidates—to support CalTPA ● Network meetings with induction programs and other institutions (such as UCSC) to provide CalTPA support |
| Activities Used | Shared screen display of EDU 4886 courses, policy handbook, Ed Course-CalTPA mapping, and Debrief questions. Also shared screen demonstration of InSpace interactive online format. |
| Resources Used | During the presentation, participants will access my Canva info sheet via QR code or URL. Canva will have links to all the sample templates, documents, spreadsheets, and syllabi. |
| Research Cited | I don't have research but do have acknowledgements for the following resources: InSpace , Johnnie Wilson of UC Santa Cruz. |
| Contact Information | Kelly Vaughn kvaughn@ndnu.edu |

| 2.1 Two Strategies Using Rubrics for Assessment in Mathematics | |
|--|--|
| Presenter | Dr. Jordan Morton, The Master's University |
| Session Summary | This presentation explained 2 rubric-driven, standards-based assessment strategies that can be implemented in the subject area of mathematics: how to map a typical math chapter test to a rubric, and how to implement a portfolio assessment in math. Both strategies included opportunities for student self-assessment as well as formal (summative) assessment. Each strategy can be implemented across all grade levels and thus could be used by Multiple Subject or Single Subject candidates who complete Cycle 2 of the CalTPA in the content area of mathematics. |
| Content | <ul style="list-style-type: none"> • Reviewing key terms related to assessment • Discussing "Answer key vs. Rubric" • Creating standards-based rubrics in mathematics • Mapping a traditional chapter test to a rubric • Implementing a portfolio assessment with rubric • Supporting candidates in using these strategies |
| Activities Used | Shared screen PowerPoint demonstration, breakout room with Google doc discussion, chat response |
| Resources Used | PowerPoint presentation |
| Research Cited | <ol style="list-style-type: none"> 1. Ainsworth, L. (2010). <i>Rigorous Curriculum Design: How To Create Curricular Units of Study that Align Standards, Instruction, and Assessment</i>. Lead + Learn Press. 2. Chappuis, J., & Stiggins, R. J. (2017). <i>An Introduction to Student-involved Assessment FOR Learning</i>, (7th ed.). Pearson. 3. Renwick, M. (2017). <i>Digital Portfolios in the Classroom: Showcasing and Assessing Student Work</i>. ASCD. |
| Contact Information | Jordan Morton: jmorton@masters.edu |

2.2 Teacher Preparation Program 360 Wraparound CalTPA Support

| | |
|---------------------|--|
| Presenter | Kristin Lower, CSU, Chico Single-Subject Credential Program Coordinator |
| Session Summary | <p>The CSU Chico School of Education has grappled with various methods to support our teacher candidates in passing both cycles of the CalTPA. The Single-Subject Credential Program Pathway has implemented a new program-wide approach that has significantly improved pass rates. The support model involves a 3-unit CalTPA support class for second-semester credential candidates and collaborative pacing with program instructors and university field placement supervisors. The essential question is, <i>"How can we support our candidates in passing both cycles of the CalTPA through 360 wraparound support that honors our department's vision and belief systems grounded in pedagogical theory?"</i></p> |
| Content | <p>In this session, participants were able to:</p> <ul style="list-style-type: none"> ● Compare CSU Chico's CalPTA-related problems of practice to participants' institutions' CalTPA-related problems of practice. ● Discuss how participants could implement a CalTPA support course and associated program pacing guide into their programs after reflecting on CSU Chico's model. ● Create a plan for collecting and disaggregating candidate CalTPA rubric data necessary to drive candidate CalTPA support. |
| Activities Used | <ol style="list-style-type: none"> 1. Interactive opener 2. CSU Chico CalTPA data presentation 3. Program structure discussion with Q&A 4. Planning and brainstorming breakouts 5. Closure and identification of next steps. |
| Resources Used | <ul style="list-style-type: none"> ● CalTPA V.06 Materials ● CA TPEs ● Single Subject Program CalTPA Pacing Guide ● CSU Data Collection Samples ● CSUC candidate feedback |
| Contact Information | Kristin Lower kjlower@csuchico.edu |

| 3.1 Asynchronous Supports for the General and Special Education CalTPA | |
|---|---|
| Presenter | Marissa Luna Lopez, Ed.D., Merced County Office of Education |
| Session Summary | This session provide participants with resources and strategies to support candidates asynchronously to complete the General or Special Education CalTPA. |
| Content | Participants reviewed several asynchronous supports for candidates as they completed the CalTPA. Also reviewed were supports for faculty mentors and district employed supervisors when working through the CalTPA with their candidates. |
| Activities Used | Review of videos, Google docs with links |
| Resources Used | Zoom videos, CalTPA templates and assessment guides |
| Contact Information | Marissa Luna Lopez, marlopez@mcoe.org , (209) 386-6085 |

| 3.2 Developing Powerful Assignments that Support Candidates with the CalTPA | |
|--|---|
| Presenters | Dr. Allison Smith, University of Massachusetts Global Dr. Shana Matamala, University of La Verne Darrell Blanks, Fresno Pacific University |
| Session Summary | Within teacher preparation, program support is critical for candidates to successfully fulfill TPA requirements. This session focused on developing a curriculum that set candidates up for success. Engaging curriculum goes beyond simply teaching TPA concepts, to modeling them through curriculum design. Engaging course assignments and curriculum design from three educator preparation programs that use the CalTPA was shared with participants to help provide ideas to design, revise, or improve their current CalTPA supports. |
| Content | <p>Successful support assignments used in three different programs were shared with participants.</p> <ul style="list-style-type: none"> • At UMass Global, a Rainbow Review assignment is used to scaffold candidates to self-assess their writing for the CalTPA against the rubrics in the Performance Assessment Guide. • At University of La Verne, key assessments in their programs utilize the rubrics in the Performance Assessment Guide prior to candidates developing their work for the CalTPA. • At Fresno Pacific University, the program coordinates assignments in methods, student teaching, and curriculum courses to provide CalTPA support. <p>Each presenter explained their program’s assignment/approach to supporting candidates with the CalTPA, with the goal of providing participants new ideas to improve CalTPA support for candidates.</p> |
| Activities Used | Each program shared out successful CalTPA supports for candidates. Throughout the presentation, participants asked questions and engaged in dialogue about the different approaches. Presenters compiled a JamBoard to collect discussion points, what others are doing in their programs, and ways participants can utilize the ideas presented. This fostered sharing across institutions to best support candidates to successfully complete the CalTPA. |
| Resources Used | All resources were shared during the presentation. These include overviews of the assignments from each institution. |
| Contact Information | Allison Smith: allison.smith@umassglobal.edu Shana Matamala: smatamala@laverne.edu Darrell Blanks: darrell.blanks@fresno.edu |

| 4.2 Maximizing Candidate Understanding of the CalTPA Steps to Strengthen Submissions | |
|--|--|
| Presenters | Patricia Pernin, Ed.D., Intern Credentialing and Added Authorization Program, LAUSD Stephen Maccarone, Intern Credentialing and Added Authorization Program, LAUSD |
| Session Summary | This session presented an innovative program design that strengthens California’s Teacher Performance Assessments. Supporting 700+ teachers in completing TPA cycles in 2023-2024, presenters drew upon data-driven insights on program submission rates, featuring expert mentors as guides. Each month, participants focus on one Step at a time for maximum understanding and task completion. The group discussed the benefits of taking this approach, such as increased submission rates, enhanced professional growth, and collaborative learning through Professional Learning Communities, our cutting-edge solution to empower educators and ensure their success. |
| Content | This session showed data that led to the program’s decision to make a change within the TPA support system. The presentation covered the multi-faceted approach the educator preparation program takes to address the needs of interns, helping them achieve a successful submission on their TPA. Rationales were provided with evidentiary support. This presentation also showcased supplementary documentation that is provided showing how participants are grouped into PLC for each cycle along with early feedback provided them. Finally, time was given to address any participant questions. |
| Activities Used | Screen sharing of PPT presentation. Short discussions related to topics presented during session. |
| Resources Used | Document(s) describing program breakdown and strategies used within the preparation program to support TPA participants. Each strategy connected with rationale and expected outcomes after implementation. |
| Contact Information | Patricia Pernin, Ed.D.: patricia.pernin@lausd.net Stephen Maccarone: snm3706@lausd.net |

4.3 Techniques, Tips, and Tricks to Assist EL Candidates with the CalTPAs

| | |
|--------------------------------------|---|
| Presenters | Rosie Alvarez, CalStateTEACH, CSU Fresno Linda Coyne, CalStateTEACH, CSU Fresno |
| Session Summary | Strategies to assist EL teacher candidates with specialized support when writing the CalTPA Cycles were discussed. Presenters have found that EL teacher candidates struggle with comprehension and syntax in the CalTPA template prompts. Testimonials from former EL teacher candidates were shared, discussing the strategies which helped them pass the CalTPA. |
| Content | Each participant was provided with CalTPA preparation ideas and strategies to use when preparing teacher candidates for completing the CalTPA templates. |
| Activities Used | <ul style="list-style-type: none">• Whole and small group discussions• Video presentation• Presentation slides |
| Resources Used for this Presentation | Two former teacher candidates' testimonials, slide content, online links |
| Contact Information | Rosie Alvarez: ralvarez@calstateteach.net |

5.2 Using the CalTPA to Champion the CalTPA Process

| | |
|---------------------|---|
| Presenters | Alison Schwartzbaum , Reach University Intern Program Director April Angeles , Intern Program Faculty Dr. Christina Khoon , Chief of Staff, Office of the Provost, Taylor Reed , Intern Program Faculty Jessica Edman , Intern Program Faculty |
| Session Summary | <p>Our teacher candidates share intense curiosity and care for their students and urgency to tackle issues of equity in education, but they are stretched thin. Given candidates’ professional, academic, and life responsibilities, the CalTPA can feel like an unconquerable obstacle, disconnected from teachers’ learning. At Reach University, we help candidates embrace the inquiry cycle, view the CalTPA as a natural extension of their professional development, and meet the expectations of the CalTPA as a byproduct of their learning. In this session, Reach faculty shared about our approach and the strategies used to bring the CalTPA to life.</p> |
| Content | <p>Participants considered how to leverage inquiry practices to bring relevance and meaning to the process of completing the CalTPA. Participants learned about Reach’s strategy (the Oxford Tutorial Method), analyzed a video sample of the Method, and engaged in discussion. By the end of the session, participants identified practices they can use to cultivate candidates’ growth mindset, inquiry, and discourse skills, as candidates make progress on completing the CalTPA cycles.</p> |
| Activities Used | Slide Deck Workshop Note-Taker/Graphic Organizers |
| Resources Used | CalTPA Assessment Guides Oxford Tutorial Method Introduction Tutorial Method and Deeper Thinking Tutorial Approach Visual |
| Contact Information | Alison Schwartzbaum, aschwatzbaum@reach.edu April Angeles, aangeles@reach.edu Christina Khoon, ckhoon@reach.edu Taylor Reed, treed@reach.edu Jessica Edman, jedman@reach.edu |

| 6.1 Supporting Teacher Candidates' Knowledge and Implementation of Rubrics | |
|--|--|
| Presenter | Carolyn Mitten, Westmont College |
| Session Summary | Quality rubric design is an important component of meaningful formative assessment, including peer and self-assessment. While preservice teachers are generally familiar with rubrics, opportunities to learn about rubric design and create their own rubrics can be limited in teacher preparation programs. This presentation session shared how a small liberal arts institution scaffolds candidates' knowledge and development of rubrics throughout a one-year teaching credential program. Detailed descriptions of rubric design activities and how they were used to support candidate preparation for CalTPA were included. |
| Content | This presentation shared about the kinds of instructional and assessment strategies used in a one-year credential program to introduce rubric design and develop candidates' understanding of the importance of rubrics. Participants were provided with examples from coursework and credential candidates to analyze with a small group. Finally, a discussion was held about how instructional activities and assessments could be translated to other settings and brainstorm improvements or adaptations. |
| Activities Used | Shared presentation on variety of strategies used to help candidates understand and use rubrics. Participants engaged in small group discussions to analyze rubric samples and a whole group discussion about use of activities in other settings. |
| Resources Used | Coursework samples. |
| Research Cited | Andrade, H. G. (2000). Using rubrics to promote thinking and learning. <i>Educational leadership</i> , 57(5), 13-19. Brookhart, S. M. (2018, April). Appropriate criteria: Key to effective rubrics. In <i>Frontiers in Education</i> (Vol. 3, p. 22). Frontiers Media SA. Wiliam, D. (2011). What is assessment for learning? <i>Studies in educational evaluation</i> , 37(1), 3-14. |
| Contact Information | Dr. Carolyn Mitten |

| 6.3 Keeping It Together – CalTPA 101 | |
|--------------------------------------|---|
| Presenters | Dr. Ruby Lin, Biola University Dr. Joyce Yang, Hope International University |
| Session Summary | The submission process can be overwhelming for teaching candidates. Staying organized is half the struggle. In this session, presenters provided tips and tools to keep both the candidate and those supporting candidates organized throughout the submission process. These tools are accessible to most candidates, institutions, and organizations, with no extra app required. The session included examples of how to store all CalTPA resources and create manageable steps in the submission process. |
| Content | This session was intended to provide practical organizational tips to those who are supporting candidates and their programs in the CalTPA submission process. The presenters walked-through how to implement the use of Google Drive folders, ways to utilize the institution’s learning management system (LMS) and the process of scaffolding for candidates. Finally, the presenters discussed why these tools have been beneficial in supporting the candidates throughout the submission process. |
| Activities Used | Shared screen demonstration of how to use Google Drive folders, Canvas and a pacing guide |
| Resources Used | Google Drive folders, Canvas |
| Contact Information | Dr. Ruby Lin ruby.lin@biola.edu Dr. Joyce Yang jyang@hiu.edu |

Education Specialist TPA



3.5 Implementing and Assessing Student Engagement

| | |
|---------------------|---|
| Presenters | Belinda Dunnick Karge, Concordia University Irvine Galit Reitman, California State Universities San Bernardino and East Bay |
| Session Summary | This session provided samples of engagement strategies used both virtually and in person to support student engagement. Focus was on including students with learning disabilities, autism, and executive function challenges in general education settings. |
| Content | Tier One instruction begins with strong evidence-based engagement strategies. This session demonstrated a few strategies and discussed how teachers can identify via formative assessment areas of improvement. |
| Activities Used | Participants experienced several cooperative learning strategies (Think-Write-Pair-Share, Team-Pair-Solo as well as some technology strategies (Waterfall, Five word) and participated in a discussion of how to involve all learners in these engagement strategies. |
| Resources Used | Materials created by presenters included use of udlguidelines.cast.org , What Works Clearinghouse , National Center on Intensive Intervention |
| Research Cited | Fisher & Fry, 2023 Karge, 2023 Kagan, 1994 Marzano, 2019 among others Every strategy was evidence based. |
| Contact Information | Belinda Karge: Belinda.karge@cui.edu |

General Education and Education Specialist TPA



4.4 Focus Student 3: Humanizing Our LGBTQIA+ Youth

| | |
|---------------------|---|
| Presenter | Alexander Rectra, Teacher on Special Assignment, Montebello Teacher Induction Program (MTIP) |
| Session Summary | In both TPA assessments, beginning teachers identify Focus Students to ensure they're providing necessary resources, strategies, and accommodations for all students. Given today's dynamic sociopolitical climate, Focus Student 3 is an opportunity for teachers to learn and apply more inclusive and research-based strategies for their LGBTQIA+ students. This session engaged learners in legal and compliance terminology (e.g., California EdCode, CSTP), and queer-inclusive teaching strategies. Breakout sessions discussed participants' current site experiences, and how we, as program leaders, can ensure all our teachers have a basic understanding on how to affirm our LGBTQIA+ youth. |
| Content | This session demonstrated how candidates and administrators can acknowledge and support historically marginalized student populations, specifically LGBTQIA+ youth, through queer- and gender-inclusive teaching strategies, resources, curriculum, etc. |
| Activities Used | Small groups and breakout rooms were utilized for discussion prompts. A digital toolbox included handouts, presentation slide deck, and additional resources. |
| Contact Information | Alexander Rectra rectra@usc.edu |

5.3 TPA Results Analyzer Data Reports: Candidate Success, Program Effectiveness and Accreditation Needs

| | |
|---------------------|--|
| Presenters | Reginald T.W. Nichols, Evaluation Systems group of Pearson Laurie Thornley, Evaluation Systems group of Pearson |
| Session Summary | ResultsAnalyzer™ is a powerful reporting tool, designed to provide accessible data to the CTC and educator preparation programs. Educators involved with GenEdCalTPA and EdSpecialist CalTPA joined this live demonstration to learn about key features and uses of this free web-based reporting tool, including accessing assessment level data, customizing data reports, and viewing, downloading, and printing reports. |
| Content | This session was a demonstration of the <i>ResultsAnalyzer</i> ™ reporting tool available to those with account access to the Pearson edReports data portal. A key focus included a walk-through of the various kinds of data reports available to educator preparation programs and how this information could be used in the Commission’s Accreditation system. |
| Activities Used | Shared screen demonstration of the <i>ResultsAnalyzer</i> ™ reporting tool with participants logging in to their own accounts and maneuvering through the pages and reports available. |
| Resources Used | <i>ResultsAnalyzer</i> ™ reporting tool |
| Contact Information | Reginald Nichols Laurie Thornley |

| 1.1 Learning the Ropes! | |
|-------------------------|--|
| Presenters | Dr. Rohanna Ylagan-Nicanor, California State University, Fullerton Dr. Rosalinda Larios, California State University, Fullerton Dr. Shand Garrett, Formerly California State University, Fullerton |
| Session Summary | This presentation provided an overview of the collaboration between TPA coordinators from different departments at CSU Fullerton. The audience was first informed about the work implemented in the presenters' programs (Elementary & Bilingual Education, Secondary Education, and Special Education). Secondly, presenters shared helpful resources for teacher candidates and the faculty who support them, which include TPA vocabulary and graphics that differentiate Cycles 1 and 2. Thirdly, a discussion on the successes and challenges experienced as coordinators and instructors was held. Fourthly, presenters discussed continuous improvement efforts moving forward, such as shared responsibility, course alignment, and onboarding new TPA coordinators. |
| Content | This session highlighted the collaboration between different CSU Fullerton programs and departments. Participants were provided with ideas and resources that can potentially assist other CSUs that are supporting teacher candidates with the CalTPA and Education Specialist (EdSp) TPA. |
| Activities Used | Menti.com Zoom chat feature Q&A |
| Resources Used | All 3 programs: Double bubble map cycle 1 vs cycle 2 Venn diagram Vocabulary slides, Google slides of presentation |
| Research Cited | Larios, R. J., Chiu, C. L., & Ylagan-Nicanor, R. (2023). Ready or Not, Here We Go! Preparing for the Education Specialist Teaching Performance Assessment. <i>The Journal of Special Education Apprenticeship</i> , 12(2), 3. |
| Contact Information | Dr. Rosalinda Larios, EdSp CalTPA Coordinator at California State University, Fullerton rolarios@fullerton.edu Dr. K. Shand Garrett, Former Single Subject Program TPA Coordinator, Cal State Fullerton, gkshand@fullerton.edu |

EdTPA



| 2.4 Multi-Tier System of Support for edTPA | |
|---|--|
| Presenters | Tatiana Rivadeneyra (Program Director), Alliant International University Jaime Pelegrin (edTPA Coordinator), Alliant International University Teri Schroeder (edTPA Single Subject Coach), Alliant International University le May Freeman (edTPA Multiple Subject Coach), Alliant International University |
| Summary of the Session | Participants at this session learned about data-driven, multi-tiered edTPA systems of support for candidates. As an edTPA support system, Alliant understands that the needs of each candidate differs. Using a tiered approach allows edTPA coaches to meet the needs of each individual while supporting the whole cohort. EdTPA data and feedback from the candidates drive the support approach. Discussion was held on how to briefly look at edTPA data and create a support plan, including the candidate. |
| Content | edTPA Support of Candidates |
| Activities Used | Zoom Breakout Rooms QR Code Survey |
| Resources Used | PowerPoint Presentation QR Code Survey |
| Contact Information | Tatiana Rivadeneyra (Program Director) tatiana.rivadeneyra@alliant.edu 858-635-4625 Jaime Pelegrin (edTPA Coordinator) jaime.pelegrin@alliant.edu 602-206-0088 Teri Schroeder (edTPA Single Subject Coach) teri.schroeder@alliant.edu 623-225-9523 le May Freeman (edTPA Multiple Subject Coach) jemay.freeman@alliant.edu 951-768-0888 |

3.4 Requirements of the edTPA Special Education for California Assessment

| | |
|---------------------|--|
| Presenters | Dr. Carl Ferguson, California State University, Monterey Bay Dr. Lori Kroeger, Evaluation systems group of Pearson |
| Session Summary | In this session, attendees were introduced to the edTPA Special Education for California (SCA) Assessment. The facilitators began with an overview of the assessment structure and requirements. then included a conversation with faculty from a program that participated in the SCA field test. |
| Content | This session provided attendees with a walkthrough of the requirements for the Special Education for California (SCA) edTPA assessment handbook and highlight key resources for completing the SCA as well as guidance on ways to support candidates as they prepare for and complete their edTPA. |
| Activities Used | Through screen share, each critical edTPA section was reviewed with an opportunity for questions about implementation and specific candidate issues. |
| Resources Used | Special Education for CA edTPA assessment materials Resource Library on edtpa.org |
| Contact Information | cferguson@csumb.edu Lori.kroeger@pearson.com |

5.1 Preparing Candidates for edTPA and Analyzing Results (GenEd and SPED)

| | |
|---------------------|---|
| Presenters | Lori Kroeger, Pearson Evaluation Systems, Nadja Conway Loyola Marymount University, Dr. Morgan Friedman, Hunter College |
| Session Summary | The session included an overview of accessing edTPA data using EdReports, followed by a discussion of the effective utilization of edTPA data in the teacher education program at Loyola Marymount University. The insights derived from this data have played a pivotal role in enhancing seminar courses there. |
| Content | This session included a demonstration of how to access data in the Results Analyzer program found in EdReports. Data can be used to drive meaningful improvements in teacher education programs. This presentation outlined strategies for utilizing edTPA data to improve programs and ultimately foster more effective educators. |
| Activities Used | PowerPoint slide presentation. Discussion Q & A |
| Resources Used | ResultsAnalyzer |
| Contact Information | Lori.Kroeger@pearson.com Nadja.Conway@lmu.edu Morgan.Friedman@hunter.cuny.edu |

6.4 Rocking the Role of an edTPA Coordinator

| | |
|--------------------------------------|---|
| Presenter | Dr. Lori Kroeger, Evaluation systems group of Pearson Guest coordinator and staff member |
| Session Summary | A former edTPA Coordinator and current Evaluations Systems staff member shared their experiences with the resources that are available to edTPA Coordinators and their candidates. |
| Content | This session provided attendees with a walkthrough of new and current resources for completing edTPA, as well as guidance on ways to support candidates as they prepare for and complete their edTPA. |
| Activities Used during the Session | Shared screen walkthrough of new (and tried and true) edTPA resources available to both candidates and programs. |
| Resources Used for this Presentation | Resource Library on edtpa.org |
| Contact Information | Lori.Kroeger@pearson.com |

| 1.5 Tips for Education Specialists and Passing edTPA (Double Session) | |
|--|--|
| Presenter | Deondra Campbell, Alder School of Education |
| Session Summary | The presenter provided practical tips to help candidates pass edTPA requirements. The focus was not only on helping candidates improve the quality of the materials submitted for this portfolio, but also on how candidates can be supported institutionally through the integration of key components of pedagogy into classes and coursework. |
| Content | This session was an interactive presentation that allowed participants to reflect on their own institutional practices used to help their candidates pass edTPA requirements. Practical tips and explanations were provided to clarify parts of the portfolio that are commonly misunderstood. |
| Activities/Resources | Google Slides Zoom breakout rooms |
| Contact Information | Deondra Campbell Dgladney@aldergse.edu (980)201-0657 |

General Education and Education Specialist TPA



5.5 Supporting Candidates in developing Asset-Based instruction and understanding Funds of Knowledge

| | |
|--------------------------------------|--|
| Presenters | Terrelle Sales, Pepperdine University Zoltan Sarda, Commission on Teacher Credentialing |
| Session Summary | This session focused on unpacking both what asset-based instruction is and what it is not, with an emphasis on helping candidates to use a Funds of Knowledge approach to broaden what their students are able to bring to their classroom experiences. Also discussed were strategies that candidates can use to deepen their understanding of who their students are and how this knowledge can be used to increase engagement and learning. |
| Content | The session reviewed the concept of Asset Based Instruction and focused on supporting candidates in using a Funds of Knowledge approach in their planning, and in the development of CalTPA submissions. |
| Activities Used during the Session | <ul style="list-style-type: none"> • Breakout room discussions, • Review of key concepts • Review of portions of CalTPA submissions' asset based instruction and Funds of Knowledge |
| Resources Used for this Presentation | Materials folder |
| Research Cited in this Presentation | <ul style="list-style-type: none"> • Gonzalez, N., Moll, L. C., & Amanti, C. (Eds.). (2005). <i>Funds of knowledge</i>. Routledge Member of the Taylor and Francis Group. • Funds of Knowledge Matrix: Washington Office of Public Instruction |
| Contact Information | terrelle.sales@pepperdine.edu zoltan.sarda@ctc.ca.gov |

| 1.8 Dyslexia E-Learning modules: A Resource for Teacher Educators and Teacher Candidates | |
|---|---|
| Presenter | Laura Rhinehart, Ph.D. |
| Session Summary | The purpose of the presentation was to share a research-based resource--a series of freely accessible E-Learning modules. While the modules focus on dyslexia, their content is not exclusive to dyslexia. Rather, the content is based on an interdisciplinary body of research and developed by a collaborative of educational researchers and teacher educators, so the modules address the knowledge and skills all teachers need to provide effective, systematic, and evidence-based reading instruction for students with or at-risk of dyslexia. These modules also support candidates preparing for educator performance assessments, including the new performance assessment that is replacing the RICA. |
| Content | This session was a demonstration of free e-learning modules created by the UC/CSU California Collaborative for Neurodiversity and Learning. Participants examined the content of the modules and learned how the content can be used to meet the requirements embedded in SB488 and how the information in the modules is aligned with the California Dyslexia Guidelines. The session ended with a discussion on the ways these modules could be used in teacher education programs. |
| Activities Used | Shared screen demonstration of the website and e-learning modules. Opportunities for Q&A regarding the website and the two available modules. Additionally, an overview of two modules that will be added to the website in the next few months be presented. |
| Resources Used | https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/ |
| Research Cited | <p>Lovett, M. W., Frijters, J. C., Wolf, M., Steinbach, K. A., Sevcik, R. A., & Morris, R. D. (2017). Early intervention for children at risk for reading disabilities: the impact of grade at intervention and individual differences on intervention outcomes. <i>Journal of Educational Psychology</i>, 109(7), 889–914. http://dx.doi.org/10.1037/edu0000181(opens in a new tab)</p> <p>Ozernov-Palchik, Ola, and Nadine Gaab. "Tackling the ‘dyslexia paradox’: Reading brain and behavior for early markers of developmental dyslexia." <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> 7.2 (2016): 156-176.</p> |

| | |
|---------------------|---|
| | <p>Pennington, B. F., & Olson, R. K. (2005). Genetics of dyslexia. In M. Snowling & C. Hulme (Eds.). <i>The science of reading: A handbook</i> (pp. 453-472). Oxford, UK: Blackwell Publishing.</p> <p>Wolf, M., & Bowers, P. G. (2000). Naming-Speed Processes and Developmental Reading Disabilities: An Introduction to the Special Issue on the Double-Deficit Hypothesis. <i>Journal of Learning Disabilities</i>, 33(4), 322–324. https://doi.org/10.1177/002221940003300404</p> |
| Contact Information | Laura.rhinehart@ucla.edu |

CalAPA



| 1.7 Building Comprehensive Submissions: CalAPA Cycle 1 | |
|---|--|
| Presenters | Delia Estrada, Ph.D., Administrative Coordinator, LAUSD Elsy Villafranca, Santa Barbara County Education Office |
| Session Summary | Rubric levels of 4 and 5 for the CalAPA cycle require candidates to provide extensions of research, knowledge, and application in their response to the essential questions. Representatives from Los Angeles Unified School District and Santa Barbara County Education Office, where candidate means include candidates with rubric scores of 4 and 5 in shared instructional strategies and mentoring techniques, they use to support candidates to achieve higher rubric scores. |
| Content | This session focused on supporting candidates in preparing high quality, comprehensive submissions yielding level 4 and 5 responses. The presentation covered how LAUSD and SBCEO approach organizing their course offerings, curricular alignment, supporting candidates through coaching. There was also an opportunity to share instructional and coaching resources as well as current thinking regarding challenges and evolving understanding. |
| Activities Used | Interactive discussion on approaches to Cycle 1 including description of particular foci, instructional tools, and coaching elements. Question and Answer section for further clarification will close the section. |
| Resources Used | CalAPA Instructional Guides Instructional for Cycle 1 Program instructional and Coaching tools. |
| Contact Information | delia.estrada@lausd.net evillafranca@sbceo.org |

2.3 Adult Education and Intentional Team Development: The Building Blocks of Cycle 2

| | |
|-----------------|--|
| Presenter | Dr. Carmen Beck, Assistant Professor, Educational Leadership and Technology Department, California State University, San Bernardino |
| Session Summary | Participants learned how Adult Learning Theory can help them and their teams engage in a learning journey that will positively impact student achievement and continuous improvement. Team Development research engages candidates and prepares them to help their team members understand the stages of development and the most successful strategies to help teams function effectively. By helping candidates use metacognition and merge both, they will be able to successfully complete their CalAPA Cycle 2 assessment. |
| Activities Used | PowerPoint Brainstorming Deconstructed Rubrics |
| Resources | PowerPoint Handout |
| Research Cited | <p>Allen, S. J., Rosch, D. M., & Riggio, R. E. (2022). Advancing Leadership Education and Development: Integrating Adult Learning Theory. <i>Journal of Management Education</i>, 46(2), 252–283. https://doi-org.libproxy.lib.csusb.edu/10.1177/10525629211008645</p> <p>Amanda Ince (2017) Managing risk in complex adult professional learning: the facilitator’s role, <i>Professional Development in Education</i>, 43:2, 194-211, DOI: 10.1080/19415257.2016.1164743</p> <p>Avolio B. J. (2005). <i>Leadership development in balance</i>. Lawrence Erlbaum. https://doi-org.libproxy.lib.csusb.edu/10.4324/9781410611819https://doi.org/10.15760/nwite.2017.12.2.4</p> <p>Cramton C. D. (1999). Learning through the ages: What adult development theory brings to management classes. <i>Journal of Management Education</i>, 23(4), 437-443. https://doi-org.libproxy.lib.csusb.edu/10.1177/105256299902300409</p> <p>DuFour, R. (2003). Building a professional learning community: For system leaders, it means allowing autonomy within defined parameters. <i>The School Administrator</i>. Retrieved March 8, 2008, from http://findarticles.com/p/articles/mi_m0JSD/is_5_60/ai_101173944</p> <p>Elmore, R. F. (2000). Building a New Structure for School Leadership. <i>The Albert Shanker Institute</i>. Washington DC.</p> <p>Forbes Make Your Meetings More Efficient And Effective With These 13 Strategies (forbes.com)</p> <p>Graen G. B., Hui C., Taylor E. A. (2006). Experience-based learning about LMX leadership and fairness in project teams: A dyadic directional approach. <i>Academy of Management Learning & Education</i>, 5(4), 448-460. https://doi-org.libproxy.lib.csusb.edu/10.5465/amle.2006.23473205</p> <p>Hibbert P., Beech N., Siedlok F. (2017). Leadership formation: Interpreting experience. <i>Academy of Management Learning & Education</i>, 16(4), 603-622. https://doi-org.libproxy.lib.csusb.edu/10.5465/amle.2015.0243</p> |

| | |
|---------|--|
| | <p>Hunt J. G. (1991). <i>Leadership: A new synthesis</i>. Sage Publications, Inc.</p> <p>Kelly, J. (2017). Professional Learning and Adult Learning Theory: A Connection. <i>Northwest Journal of Teacher Education</i>, 12(2).</p> <p>McCauley C. D. (2001). Leader training and leader development. In Zaccaro S. J., Klimoski R. J. (Eds.), <i>The nature of organizational leadership: Understanding the performance imperatives confronting today's leaders</i>. Jossey-Bass.</p> <p>Militello, M., Rallis, S. F., Goldring, E. B., Elmore, R. F., & Goldring, E. B. (Ellen B. (2009). Leading with inquiry & action: how principals improve teaching and learning. Corwin.</p> <p>Mullen, C. A., & Hutinger, J. L. (2008). The principal's role in fostering collaborative learning communities through faculty study group development. <i>Theory into practice</i>, 47(4), 276-285.</p> <p>Patton, K., & Parker, M. (2017). Teacher education communities of practice: More than a culture of collaboration. <i>Teaching and Teacher Education</i>, 67, 351–360. https://doi.org/10.1016/j.tate.2017.06.013</p> <p>Paul A. Kirschner & Kwok-Wing Lai (2007) Online communities of practice in education, <i>Technology, Pedagogy and Education</i>, 16:2, 127-131, DOI: 10.1080/14759390701406737</p> <p>Pigeon, Y., & Khan, O. (2017). Leadership Lesson: Tools for Effective Team Meetings-How I Learned to Stop Worrying and Love my Team. <i>Faculty Vitae. Association of American Medical Colleges</i>.</p> <p>Yukl G. (2002). <i>Leadership in organizations</i>. Prentice Hall.</p> |
| Contact | Dr. Carmen Beck cbeck@csusb.edu |

| 2.6 LAPASC Tango: LAUSD’s Comprehensive Candidate Coaching Approach for CalAPA | |
|---|--|
| Presenter | Delia Estrada, Ph.D., Administrative Coordinator, LAUSD Daniel Kim, Administrative Coordinator, LAUSD Jose Rodriguez, Ed.D., Administrative Coordinator, LAUSD |
| Session Summary | The presentation reviewed LAUSD’s comprehensive approach to coaching within their PASC program. The presentation shared the program’s use of collaborative disciplined inquiry, data analysis, and ongoing coach training for faculty. The emphasis was on the ongoing design cycle used to guide decisions regarding services and course content. The session was interactive, sharing current avenues of inquiry, initial results, and ongoing challenges. |
| Content | The presentation covered how LAPASC has organized their course offerings, candidate coaching, and instructional tools to guide mastery of the major constructs of each CalAPA Cycle. It also included currently challenges and evolving understanding. |
| Activities Used | Interactive discussion--walk through of instructional tools, and approaches to Coaching. Question and Answer section for further clarification completed the section. |
| Resources Used | LAPASC Handbook CalAPA Instructional Guides LAPASC instructional tools for each CalAPA Cycle |
| Contact Information | delia.estrada@lausd.net Daniel.kim@lausd.net Jmr7481@lausd.net |

| 2.7 Supporting CASC Candidates in Developing their CalAPA Submissions | |
|--|---|
| Presenter | Gay Roby, Consultant, Commission on Teacher Credentialing |
| Session Summary | This session focused on CASC programs with candidates who need to complete the CalAPA before earning their clear ASC credential. The session began with a short presentation of each cycle's content, using CalAPA guides and samples. Participants were then able to ask questions regarding best practices in guiding candidates through each cycle. Finally, time was provided for breakout room discussions, allowing CASC program faculty to meet with other program coordinators on joint support structures. |
| Content | <ul style="list-style-type: none"> • Review of requirements of all three CalAPA Leadership Cycles • Tips on best practices, what to look for • Q&A from CASC coordinators • Breakout rooms organized by region for coordinators to network and plan cooperative supports |
| Activities Used during the Session | <ul style="list-style-type: none"> • PowerPoint Presentation on the three CalAPA Leadership Cycles • Discussion of Best Practices, with one-pager included. • Answering participants' questions • Small group discussions on regional support and networking |
| Resources Used for this Presentation | <ul style="list-style-type: none"> • CalAPA Program Guide • CalAPA Leadership Assessment Guides |
| Research Cited in this Presentation | <ul style="list-style-type: none"> • Data from Evaluation Systems on past rubric scores • Personal insights from working with PASC and CASC programs over the past five years |
| Contact Information | Gay Roby GRoby@ctc.ca.gov |

3.7 CalAPA Leadership Cycle 3: The Art of Rationale Statements

| | |
|--------------------------------------|--|
| Presenter | Melissa Meetze-Hall, Riverside and San Bernardino County Offices of Education |
| Session Summary | Demonstration of leadership skills is strengthened by candidates' use of empirical evidence. While video allows for repeated strategic observation, it is the use of annotations/ rationale statements, connected to precise video moments, that make the difference between assignment-completion and an impactful learning experience. |
| Content | Participants received research and background to understand the purpose of annotation. Participants also learned how annotations/rationale statements can make a significant difference in transferring learning. Participants engaged in practice activities to connect the presentation content to candidate submissions. |
| Activities Used during the Session | Participants analyzed existing annotation rationale statements. After analysis they improved the examples by re-writing to include newly developed understanding. |
| Resources Used for this Presentation | Rational statements from previous candidate within slide presentation |
| Research Cited in this Presentation | <ul style="list-style-type: none"> • Borko, Jacobs, Eiteljorg & Pittman (2008). Video as tool. • Sherin & Van Es (2009). Effects of video club participation. • Tripp & Rich (2012). Using Video to analyze one's own teaching • Kleinknecht & Schneider (2013). What do teachers think and feel when analyzing video. • Kleinknecht & Gröschner (2016). Fostering preservice teachers' noticing. • Meetze-Hall, M. (2018). Educating Educative Mentors. |
| Contact Information | Melissa Meetze-Hall mhall@rcoe.us |

3.7 What Do Data Results Reveal about CalAPA Leadership Cycle 2's Successes and Challenges

| | |
|---------------------|--|
| Presenters | Dr. Kitty Fortner, California State University, Dominguez Hills Dr. Susan Belenardo, University of California, Irvine |
| Session Summary | As we enter the sixth year of CalAPA implementation, data clearly identifies where candidates and programs excel and where they are most challenged in completing Leadership Cycle 2. This session was focused on a conversation on the requirements for each of Cycle 2's steps and how to best instruct and support candidates as they develop their narratives and videos. |
| Content | This session was a guided conversation about successes and challenges that participants have encountered when working with CalAPA Cycle 2 submissions. Each participant was asked to share their successes and challenges on a JamBoard and the facilitators led an interactive discussion around what was placed on the JamBoard. Facilitators, program faculty themselves, also shared tips from their knowledge to support successful completion of CalAPA Cycle 2. |
| Activities Used | Interactive session using PPT and JamBoard |
| Resources Used | CAIAPA Cycle 2 Assessor Guide CalAPA Cycle 2 Rubric |
| Contact Information | Kitty Fortner Susan Belenardo |

4.6 Early Learning Leadership: Training PK-12 Administrators for Supervising ECE Programs

| | |
|---------------------|--|
| Presenters | Adora Fisher, Executive Director, Educator Preparation Programs, Santa Clara County Office of Education Robyn Stone, Coordinator, Santa Clara County Office of Education |
| Session Summary | SCCOE’s Educator Preparation Programs leaders demonstrated how they embed an ECE Administrative Toolkit into the Preliminary Administrative Services Credential program. Developed in collaboration with the New Teacher Center and Silicon Valley Community Foundation, The ECE Toolkit is designed to help school principals understand trajectories in child development, as well as developmentally appropriate and inclusive classroom practices that mitigate biases, foster social/emotional learning through healing-informed practices, support multilingual learners, and engage families with culturally responsive and sustaining on-boarding as partners in their children's education. Further, school principals receive support with relationship-based, reflective supervision, and coaching practices with ECE teachers. |
| Content | Presenters demonstrated parts of the ECE Administrator Toolkit embedded into the Preliminary Administrative Service Credential Program at Santa Clara County Office of Education. Presenters demonstrated alignment of Toolkit to CPSEL standards, CalAPA, and CalFTP. Round table discussions ensued, inviting participants to engage in dialogue, document key take-aways, and brainstorm ways to implement early learning leadership in their programs. |
| Activities Used | Shared screen demo of ECE Toolkit Videos; Round table discussions Interactive digital activities |
| Resources Used | The ECE Administrator Toolkit, developed in partnership between SVEF, SCCOE, and New Teacher Center |
| Research Cited | Center for the Study of Childcare Employment Center on the Developing Child (Harvard) Center on the Social and Emotional Foundations for Early Learning; Child Study Center (Yale) |
| Contact Information | Adora Fisher afisher@sccoe.org Robyn Stone rstone@sccoe.org |

4.7 Building Comprehensive Submissions: CalAPA Cycle 2

| | |
|---------------------|--|
| Presenters | Ellen Lugo, Riverside County Office of Education Dr. Diana Walsh-Reuss, Riverside County Office of Education Cindy Woods, Riverside County Office of Education Dr. Delia Estrada, Los Angeles Unified School District |
| Session Summary | High-quality, equitable leadership skills are most evident in Levels 4 and 5 of the CalAPA rubrics. Rubric levels of 4 and 5 for the CalAPA cycle require candidates to provide extensions of research, knowledge, and application in their response to the essential questions posed on each rubric. Representatives from Riverside County Office of Education and Los Angeles Unified School District, where candidates' mean scores show rubric scores of 4 and 5, shared instructional strategies and mentoring techniques used to support candidates to achieve higher rubric scores. |
| Content: | This session focused on supporting candidates in preparing high quality, comprehensive submissions yielding level 4 and 5 responses. Tools, strategies, and resources were shared followed by discussion/questions. |
| Activities Used | Discussion and data review |
| Resources Used | V6 CalAPA Assessment Guide for Cycle 2; program data, tools and processes |
| Contact Information | Dr. Delia Estrada: delia.estrada@lausd.net Ellen Lugo: elugo525@gmail.com Dr. Diana Walsh-Reuss: Drdianawr@mail.com Cindy Woods: cbw4887022@gmail.com |

| 4.8 Equity Focused Instructional Leadership in Universal Transitional Kindergarten (UTK) | |
|---|---|
| Presenter | Dr. Christopher N. Thomas Coordinator, UTK Leadership Certificate 21CSLA, University of California, Berkeley |
| Session Summary | UTK is a swift moving initiative that current and future school leaders need to understand and integrate into their schools' structure and curriculum. The session provided an overview of the state funded UTK Leadership Certificate being offered to Preliminary and Clear ASC candidates through the 21CSLA State Center. The two equity-focused courses embedded in the certificate were highlighted - specifically course content and how to connect coursework to the CalAPA. Participants had the opportunity to review the certificate content and provide recommendations on how they anticipate candidates, and their own programs, will utilize this new state provided free professional learning. |
| Content | The core content of this session was providing an overview of the grant funded UTK Leadership Certificate courses that are available to PASC and CASC candidates across the state. The session provided information on how to connect candidates to coursework. The session provided time for participants to provide feedback on sessions and address questions. |
| Activities | The session began with a connector that allowed participants to connect to the content of the session and share their hopes for the session. Opportunities were provided throughout the session for participants to share feedback on course content (i.e., brief video on play and connected learning experience). Finally, participants were able to share thoughts/ideas on how to connect the course content to their programs. The presenter captured and shared feedback and ideas with all participants. |
| Resources | https://drive.google.com/drive/folders/1Km8afmk2nVrWrKABikVPD7YcOxDugoSN |
| Research Cited | Citations are included in presentation slide deck. |
| Contact Information | Dr. Christopher N. Thomas cnthomas@berkeley.edu |

5.7 Building Comprehensive Submissions for CalAPA Cycle 3

| | |
|---------------------|--|
| Presenters | Ellen Lugo, Riverside County Office of Education (RCOE) Dr. Diana Walsh-Reuss, Riverside County Office of Education (RCOE) Cindy Woods, Riverside County Office of Education (RCOE) Dr. Josie Jackson, California State University, San Marcos (CSUSM) |
| Session Summary | High-quality, equitable leadership skills are most evident in Levels 4 and 5 of the CalAPA Cycle 3 rubrics. Rubric levels of 4 and 5 for the CalAPA cycle require candidates to provide extensions of research, knowledge, and application in their response to the essential questions. Representatives from Riverside County Office of Education and CSU San Marcos, where candidates' mean scores show rubric scores of 4 and 5, shared instructional strategies, mentoring techniques, and resources used to support candidates to achieve higher rubric scores. |
| Content | This session focused on supporting candidates in preparing high quality, comprehensive submissions yielding level 4 and 5 responses. Based on a shift from compliance to pass the exam to a commitment towards equity-driven leadership through a continuous improvement lens, RCOE and CSUSM aspired to facilitate each candidate's development of the skills necessary to become an effective administrator. Tools, strategies, and resources were shared, followed by a deeper discussion and participants' questions. |
| Activities Used | Discussion Data Review |
| Resources Used | V6 CalAPA Cycle 3 Assessment Guide |
| Research Cited | <i>The Art of Coaching: Effective Strategies for School Transformation</i> , Elena Aguilar <i>Coaching for Equity Conversations that Change Practice</i> , Elena Aguilar <i>Coherence: The Right Drivers in Action for Schools, Districts and Systems</i> , Michael Fullan and Joanne Quinn |
| Contact Information | Ellen Lugo: elugo525@gmail.com Dr. Diana Walsh-Reuss: Drdianawr@mail.com Cindy Woods: cbw4887022@gmail.com Dr. Josie Jackson, CSU San Marcos: jojackson@csusm.edu |

| 6.7 Dissecting Leadership Cycle 1 | |
|--|--|
| Presenters | Letitia Bradley, Santa Paula USD Glenn Reid, Yosemite-Wawona Charter School, Retired Delia Estrada, LAUSD |
| Session Summary | Targeted for coordinators, faculty, and presenters with experience and knowledge of Cycle 1, this facilitated roundtable conversation focused on the finer points of this cycle. The presenters led the group in discussing suggestions on how best to address challenges in Cycle 1. Presenters highlighted some key points from Cycle 1: how to design qualitative data collections, identify the difference between an educational focus, the selection of a single educational group, and how to help candidates reflect on their leadership growth. |
| Content | The presentation was an interaction conversation of the top ten characteristics of a successful CalAPA Cycle 1 submission. The session was designed to provide guidance, clarification, and understanding of the essential concepts. Also reviewed were some of the misconceptions regarding the cycle. The session ended with questions and answers, to provide further clarification of the cycle. |
| Activities Used | Interactive discussion Sharing of successful approaches Question and answer section |
| Resources Used | CalAPA Instructional Guide for Cycle 1 |
| Contact Information | Letitiabradley6@gmail.com delia.estrada@lausd.net greid@yosemitewawonacharter.org |

| 6.8 ResultsAnalyzer CalAPA Results Analyzer Data Reports: Candidate Success, Program Effectiveness, and Accreditation Needs | |
|---|--|
| Presenters | Reginald T.W. Nichols, Ed.D., Evaluation Systems group of Pearson Laurie Thornley, Evaluation Systems group of Pearson |
| Session Summary | ResultsAnalyzer™ is a powerful reporting tool , designed to provide accessible data to the CTC and educator preparation programs. Educators involved with the CalAPA joined this live demonstration to learn about key features and uses of this free web-based reporting tool, including accessing assessment level data, customizing data reports, and viewing, downloading, and printing reports. |
| Content | This session featured a demonstration of the <i>ResultsAnalyzer</i> ™ reporting tool available to those with account access to the Pearson edReports data portal. A key focus included a walk-through of the various kinds of data reports available to educator preparation programs and how this information could be used in the Commission’s Accreditation system. |
| Activities Used | Shared screen demonstration of the <i>ResultsAnalyzer</i> ™ reporting tool with participants logging in to their own accounts and maneuvering through the pages and reports available. |
| Resources Used | <i>ResultsAnalyzer</i> ™ reporting tool |
| Contact Information | Reginald Nichols Laurie Thornley |