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## Annotated Bibliography

The purpose of this bibliography is to help candidates identify resources that may be useful for enhancing the knowledge, skills, and abilities covered on the California Administrator Performance Assessment (CalAPA). For each reference cited, the bibliography provides a brief summary of the types of information covered. The bibliography is not intended to offer a comprehensive listing of all potentially useful resources of preparing for the CalAPA, nor is it intended to be a substitute for coursework and other types of teacher preparation. Please note that candidates are not expected to familiarize themselves with all of the materials in the bibliography and that successful performance on the CalAPA will not require familiarity with any of the specific materials listed below.

### Research and Texts

Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. San Francisco, CA: Jossey-Bass.

This text offers foundational skills and tools needed by coaches, as well as presenting an overview of the knowledge and theory base behind coaching best practice. Established coaches will find numerous ways to deepen and refine their work. Principals and others who incorporate coaching strategies into their work will also find a wealth of resources.

Augustine, C. H., Gonzalez, G. C., Schuyler-Ikemoto, G., Russel, J., Zellman, L. C., Armstrong, J., & Dembosky, J. (2009). [\*Improving school leadership: The promise of cohesive leadership systems\*](#). Santa Monica, CA: Rand Corporation.

This study documents the actions taken by the Wallace Foundation's grantees to create a more cohesive set of policies and initiatives to improve instructional leadership in schools; describes how states and districts have worked together to forge such policies and initiatives around school leadership; and examines the hypothesis that more-cohesive systems do in fact improve school leadership. The study found that it is possible to build more-cohesive leadership systems and that such efforts appear to be a promising approach to developing school leaders engaged in improving instruction.

Billingsley, B., McLeskey, J., & Crockett, J. B. (2017). [\*Principal leadership: Moving toward inclusive and high-achieving schools for students with disabilities\*](#) (Document No. IC-8). Retrieved from <http://cedar.education.ufl.edu/tools/innovation-configurations/>

This paper features an innovation configuration (IC) matrix that can guide principal leadership professionals toward inclusive and high-achieving schools for students with disabilities. An IC is a tool that identifies and describes the major components of a practice or innovation.

Borrero, N., & Sanchez, G. (2017). Enacting culturally relevant pedagogy: Asset mapping in urban classrooms. *Teaching Education, 28*(3), 279–295.

Asset mapping is a pedagogical tool for students to visually represent personalized stories of their cultural assets. Asset mapping is a possible model for strength-based pedagogy that centers the lived experiences of students, their families, and their shared stories in classroom curriculum.

Bradbury, H. (2015). *The SAGE handbook of action research: Participative inquiry and practice* (3<sup>rd</sup> ed.). Los Angeles, CA: SAGE.

The SAGE Handbook of Action Research has been updated to bring chapters in line with the latest qualitative and quantitative approaches in this field of social inquiry.

Chenoweth, K. (2007). *It's being done: Academic success in unexpected schools*. Cambridge, MA: Harvard Education Press.

Following the tradition of the Effective Schools research from the 1970s, this book identifies 25 traits that characterize schools. It has been used by schools, school districts, and states around the country to jumpstart conversations about how to better serve all students.

Costa, A. L., & Garmston, R. J. (1994). *Cognitive coaching: A foundation for Renaissance schools*. Norwood, MA: Christopher-Gordon Publishers.

This text speaks to how teachers' individual and collective capacities for continuing self-improvement are strengthened over time through Cognitive Coaching. A reader can gain essential skills, protocols, guidance, research, and resources to use when implementing Cognitive Coaching principles and values in varied school settings.

Council of Chief State School Officers (CCSSO). (2017). *PSEL 2015 and promoting principal leadership for the success of students with disabilities*. Washington, DC: Author.

This document summarizes (a) areas of effective educational leadership represented in 2015 *Professional Standards for Educational Leaders* (PSEL) and draws upon the literature to identify those aspects particularly important for improving achievement and outcomes for students with disabilities, (b) key leadership competencies—knowledge and skills—that are integral to best serving students with disabilities, and (c) strategies and recommendations that chief state school officers and SEAs can employ to cultivate effective principal leadership that best serves students with disabilities.

Council of Chief State School Officers (CCSSO). (2015). *Promises to keep: Transforming educator preparation to better serve a diverse range of learners*. Washington, DC: Author.

This guidance document is written for educators and policy makers who are responsible for licensure, program approval, and data system policy. Its intent is to leverage the current focus of state education agencies on revising policy, and transform educator preparation to meet the needs of a diverse range of learners, especially students with disabilities.



Donaldson, L. P., & Daughtery, L. (2011). Introducing asset-based models of social justice into service learning: A social work approach. *Journal of Community Practice, 19*(1), 80–99.

Increased attention is being given to university–community partnerships. This article presents the integration of a progressive service learning model into a graduate-level social work macro practice course. The model gives explicit attention to respecting the dignity and worth of the individual by sharing power and developing collaborative relationships between students and community residents where both are serving and learning together.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service.

This study guide is a companion to the classic book by Richard DuFour and Robert Eaker: *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. It can be used by individuals, small groups, or an entire faculty to identify key points, raise questions for consideration, and suggest steps that might be taken to promote the professional learning community (PLC) concept in a school or district.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Publishing.

This guide explains how to evaluate professional development programs at five increasing levels of sophistication: participants’ reaction to professional development; how much participants learned; evaluating organizational support and change; how participants use their new knowledge and skills; and improvements in student learning.

Haines, A. (2009). Asset-based community development. An introduction to community development, 38–48.

Building on a community's assets rather than focusing on its needs for future development is the basic approach of asset-based community development. By focusing on successes and small triumphs instead of looking to what is missing or negative about a place, a positive community outlook and vision for the future can be fostered. This chapter outlines the process and the major steps in identifying individual, organizational, and community asset development.

Harper, S. R. (2010). An anti-deficit achievement framework for research on students of color in STEM. *New Directions for Institutional Research, 2010*(148), 63–74.

In this chapter, the author offers the National Black Male College Achievement Study (NBMCAS) as an example of how to explore and better understand the enablers of minority student achievement in science, technology, engineering, and mathematics (STEM). Methods employed in the national study are described, followed by the presentation of an anti-deficit achievement framework for research on students of color at various junctures of the STEM pipeline, from K–12 schools through doctoral degree attainment and transitions into science research and long-term industry careers. Though informed by and conceptually similar to the framework used in the NBMCAS, the author has customized the one introduced in this chapter for students of color (women and men, as well as various underrepresented minority groups) in STEM fields.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.

This book is the result of 15 years of research and synthesizes over 800 meta-analyses on the influences on achievement in school-aged students. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning.

James-Ward, C., Fisher, D., Frey, N., & Lapp, D. (2013). *Using data to focus instructional improvement*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

This text focuses on qualitative and quantitative data analysis useful in designing school improvement. It includes information about root cause analysis and planning school-level interventions for successful change.

Lipton, L., & Wellman, B. (2017). *Mentoring matters: A practical guide to learning-focused relationships* (3rd ed.). Charlotte, VT: MiraVia.

A reference for mentors of beginning teachers, this guide offers structures, strategies, and tools for developing expertise in teaching and launching a career of continuous learning. Included are tools for time-efficient, effective learning-focused conversations, including templates for problem-solving conversations that balance support with learning, and the growing importance of linking teaching and learning standards to developing professional expertise.

López, F. A. (2017). Altering the trajectory of the self-fulfilling prophecy: Asset-based pedagogy and classroom dynamics. *Journal of Teacher Education*, 68(2), 193–212.

This article describes a study wherein asset-based practices are applied to a classroom dynamics framework to examine how teachers' asset-based pedagogy beliefs and behaviors are associated with Latino students' ethnic and reading achievement identity. Analyses revealed that teachers' critical awareness moderates their expectancy, resulting in higher achievement; and teachers' critical awareness and expectancy beliefs were found to be directly associated with teachers' behaviors, which were in turn related to students' ethnic and achievement identities.

López, F. A. (2016). Asset-based pedagogies and Latino students' achievement and identity. In Jessica T. DeCuir-Gunby & Paul A. Schutz (Eds.), *Race and ethnicity in the study of motivation in education* (pp. 143–161). New York, NY: Routledge.

Teacher expectancy research has added to our understanding about the ways teachers communicate their expectations to students as well as how students perceive differential teacher behavior and its effect on students' own perceptions of ability. Despite the marked presence of teacher expectancy in teacher training, however, traditionally marginalized students—students who face particularly onerous obstacles associated with poverty and prejudice—continue to be underrepresented in a vast array of achievement outcomes (e.g., achievement test scores, high school completion, college matriculation).

Marzano, R. J. (2017). *The new art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

This book presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. The author articulates his framework in the form of 10 questions that represent a logical planning sequence for successful instructional design.

Parker-Boudett, K., City, E. A., & Murnane, R. J. (2013). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning* (revised and expanded edition). Cambridge, MA: Harvard Education Publishing Group.

This book shows how examining test scores and other classroom data can become a catalyst for important schoolwide conversations that will enhance schools' abilities to capture teachers' knowledge, foster collaboration, identify obstacles to change, and enhance school culture and climate. This revised and expanded edition captures the learning that has emerged in integrating the Data Wise process into school practice and brings the book up-to-date with recent developments in education and technology.

Sandy, M., Reising, A., Orr, M. T., Klesch, H., & Hanson, M. (2019). *Developing beginning leadership performance assessments for statewide use: Comparing pilot and field test results*. Paper presented at the Annual Conference of the American Educational Research Association (AERA): Toronto, Ontario, Canada.

This paper compares the findings from a pilot study (2017) and field test (2018) for a set of three performance assessments (cycles) to be used statewide for school leadership preparation and licensure. The two studies build on an intensive design committee process that was used to evaluate the feasibility, utility, and relevance of the three assessments for statewide use. Findings are also compared to research of another state's school leadership performance assessments for additional insight into more generalizable feasibility and assessment design considerations.

Sandy, M. V., Reising, A., Orr, M. T., Amador, N. A., & Klesch, H. S. (2018). *Developing beginning leadership for statewide use: Design and pilot study results*. Paper presented at the Annual Conference of the American Educational Research Association (AERA): New York.

This paper presents findings from a pilot study for the three cycles of the CalAPA designed for statewide use for school leadership preparation and licensure. The pilot study built on an intensive design team process and enabled an evaluation of the feasibility, utility, and relevance of the three cycles (cycles of inquiry that include multiple tasks) for statewide use.

## Implicit Bias–Related Research and Texts

Banaji, M. R., & Greenwald, A. G. (2013). *Blindspot: Hidden biases of good people*. Delacorte Press.

Chiu, C. L., Sayman, D., Lusk, M. E., Kressler, B., & Cote, D. (2022). "Does this mean I am racist, distrust, or dislike people of color?" A DisCrit qualitative study of implicit bias among preservice and practicing special educators. *Issues in Teacher Education, 31*(1), 6–34.

- Denessen, E., Hornstra, L., van den Bergh, L., & Bijlstra, G. (2022). Implicit measures of teachers' attitudes and stereotypes, and their effects on teacher practice and student outcomes: A review. *Learning and Instruction, 78*(3), 1–15.
- Drake, C. E., Kellum, K. K., Wilson, K. G., Luoma, J. B., Weinstein, J. H., & Adams, C. H. (2010). Examining the implicit relational assessment procedure: Four preliminary studies. *Psychological Record, 60*(1), 81–100.
- Gilliam, W., Maupin, A., Reyes, C., Accavitti, M., & Shic, F. (2016). *Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions?* Yale University Child Study Center.
- Gorski, P. (2018). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap.* Teachers College.
- Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review, 102*(1), 4–27.
- Greenwald, A. G., & Krieger, L. H. (2006). Implicit bias: Scientific foundations. *California Law Review, 94*(4), 945–967.
- Greenwald, A. G., McGhee, D. E., & Schwartz, J. K. (1998). Measuring differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology, 74*(6), 1464–1480. doi:10.1037/0022-3514.74.6.1464.
- Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations, 27*, 421–443.
- Jacoby-Senghor, D. S., Sinclair, S., & Shelton, J. N. (2016). A lesson in bias: The relationship between implicit racial bias and performance in pedagogical contexts. *Journal of Experimental Social Psychology, 63*, 50–55. <https://doi.org/10.1016/j.jesp.2015.10.010>.
- Kumar, R., Karabenick, S. A., & Burgoon, J. N. (2015). Teachers' implicit attitudes, explicit beliefs, and the mediating role of respect and cultural responsibility on mastery and performance-focused instructional practices. *Journal of Educational Psychology, 107*(2), 533–545. <https://doi.org/10.1037/a0037471>.
- Munch-Juriscic, D. M. (2020). The right to feel comfortable: Implicit bias and the moral potential of discomfort. *Ethical Theory and Moral Practice, 23*, 237–250.
- Neitzel, J. (2018). Research to practice: Understanding the role of implicit bias in early childhood disciplinary practices. *Journal of Early Childhood Teacher Education, 39*(3), 232–242.
- Okonofua, J. A., & Eberhardt, J. L. (2015). Two strikes: Race and the disciplining of young students. *Psychological Science, 26*(5), 617–662. <https://doi.org/10.1177/0956797615570365>.
- Pit-ten Cate, I. M., & Glock, S. (2019). Teachers' implicit attitudes towards students from different social groups: A meta-analysis. *Frontiers in Psychology, 10*, 28–32. <https://doi.org/10.3389/fpsyg.2019.02832>.



Quinn, D.M. (2020). Experimental evidence on teachers' racial bias in student evaluation: The role of grading scales. *Educational Evaluation and Policy Analysis*, 42(3), 375–392. <https://doi.org/10.3102/0162373720932188>.

Quinn, D.M. (2021). How to reduce racial bias in grading: New research supports a simple, low-cost teaching tool. *Education Next*, 21(1), 72–78.

Reinholz, D. L., Stone-Johnstone, A., & Shah, N. (2020). Walking the walk: Using classroom analytics to support instructors to address implicit bias in teaching. *International Journal for Academic Development*, 25(3), 259–272.

Starck, J. G., Riddle, T., Sinclair, S., & Warikoo, N. (2020). Teachers are people too: Examining the racial bias of teachers compared to other American adults. *Educational Researcher*, 49(4), 273–284. <https://doi.org/10.3102/0013189X20912758>.

Tyner, A. R. (2019). Unconscious bias, implicit bias, microaggressions. *GPSolo American Bar Association*, 36(4), 30–33.

Warikoo, N., Sinclair, S., Fei, J., & Jacoby-Senghor, D. (2016). Examining racial bias in education: A new approach. *Educational Researcher*, 45(9), 508–514. <https://doi.org/10.3102/0013189X16683408>.

## Standards and Policy Documents

California Commission on Teacher Credentialing (CTC). (2017). [2017 Preliminary California administrative services credentialing content expectations and performance expectations with their alignment to the California Professional Standards for Education Administrators](#). Sacramento, CA: Author.

California's two-tier credentialing system for education administrators is built around the California Professional Standards for Education Leaders (CPSEL). Introduced during the credential's second tier, when administrators begin practicing their craft, these six standards define what an education administrator should be able to do from their initial day on the job.

California Commission on Teacher Credentialing (CTC). (2016). [California Administrator Performance Assessment Design Standards](#). Sacramento, CA: Author.

This document specifies and delineates standards for the development of the CalAPA.

California Commission on Teacher Credentialing (CTC). (2016). [California Teaching Performance Expectations](#). Sacramento, CA: Author.

This document includes Teaching Performance Expectations (TPEs) within the six California Standards for the Teaching Profession (CSTP). Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of teaching performance, along with a narrative providing context for subject-specific pedagogy.

California Commission on Teacher Credentialing (CTC). (2015). [California Teaching Performance Assessment Design Standards](#). Sacramento, CA: Author.

This document specifies and delineates the standards for the development of the CalTPA.

California Commission on Teacher Credentialing (CTC). (2014). [\*California Professional Standards for Education Leaders\*](#) (CPSEL). Sacramento, CA: Authors.

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning, and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

California Commission on Teacher Credentialing, California Department of Education, and New Teacher Center (CTC/CDE/NTC). (2012). [\*Continuum of Teaching Practice\*](#). Sacramento, CA: Author.

The Continuum of Teaching Practice is a tool for self-reflection, goal setting, and inquiry into practice. It provides common language about teaching and learning, and can be used to promote professional growth within an environment of collegial support. Self-assessment data can support teachers in making informed decisions about their ongoing development as professionals.

California Department of Education (CDE). (2012). [\*Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State\*](#). Sacramento, CA: Author.

This report, by State Superintendent of Public Instruction Tom Torlakson's Task Force on Educator Excellence, provides a roadmap for school reform based on best practices and classroom research, and advocates for an integrated approach to teacher support, including teacher training, induction, evaluation, and ongoing professional development.

## Websites and Other Web-Based Resources

California Educator Credentialing Assessments. (2018). [\*CalTPA/CalAPA Program Website\*](#). Retrieved November 1, 2018, from <http://www.ctcexams.nesinc.com/Home.aspx>.

This website provides information about the work of the CTC to revise the California Teaching Performance Assessment (CalTPA) and to develop a new assessment, the California Administrator Performance Assessment (CalAPA). You will find the latest updates on these efforts and how California educator preparation programs can get involved.

California Department of Education (CDE). (2018). [\*Common Core Resources for Special Education\*](#). Retrieved November 1, 2018, from <https://www.cde.ca.gov/Sp/se/cc/>.

This web page provides resources and guidelines on the Common Core State Standards (CCSS) for the Special Education Community. This page offers resources and guidelines on what the CCSS and the new tests will mean for California students in the Special Education Community.

California Department of Education (CDE). (2018). [\*Educational Resources Catalog\*](#). Retrieved November 1, 2018, from <https://www.cde.ca.gov/re/pn/rc/index.asp>.

This website provides publications and other educational resources from CDE Press, the department's publications office.



California Department of Education (CDE). (2018). [Gifted & Talented Education](https://www.cde.ca.gov/sp/gt/). Retrieved November 1, 2018, from <https://www.cde.ca.gov/sp/gt/>.

This website provides program information, laws and regulations, and resources related to implementation of Gifted and Talented Education (GATE) programs.

California Department of Education (CDE). (2018). [Multi-Tiered System of Supports \(MTSS\)](https://www.cde.ca.gov/ci/cr/ri/index.asp). Retrieved November 1, 2018, from <https://www.cde.ca.gov/ci/cr/ri/index.asp>.

California's MTSS is an integrated, comprehensive framework that focuses on the Common Core State Standards (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. This web page provides an overview of California's MTSS and resources to assist California educators in ensuring equitable access and opportunity for all students to achieve the CCSS.

California State Board of Education (CSBE). (2018). [Content Standards](https://www.cde.ca.gov/be/st/ss/index.asp). Retrieved November 8, 2018, from <https://www.cde.ca.gov/be/st/ss/index.asp>.

This web page provides hyperlinks to all content standards adopted by the California State Board of Education for grades K through 12.

Council of Chief State School Officers (CCSSO). (2018). [Supporting Inclusive Schools for the Success of Each Child: A Guide for States on Principal Leadership](https://ccssoinclusiveprincipalsguide.org/resources/). Retrieved December 1, 2018, from <https://ccssoinclusiveprincipalsguide.org/resources/>.

This online guide builds on two fundamental documents produced by CCSSO and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center: the 2015 [Professional Standards for Educational Leaders](#) and [PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities](#). The resources contained in the guide are organized by eight strategies that can support states in integrating effective inclusive principal leadership into policy across a principal's career continuum—from initial preparation to ongoing practice and continuous school improvement.

U.S. Department of Education (USDE). (2000). [A guide to the individualized education program](https://www.ed.gov/sites/ed/files/parents/needs/speced/iepguide/iepguide.pdf). Retrieved October 17, 2024, from <https://www.ed.gov/sites/ed/files/parents/needs/speced/iepguide/iepguide.pdf>.

The purpose of this guide is to assist educators, parents, and state and local educational agencies in implementing the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) regarding Individualized Education Programs (IEPs) for children with disabilities, including preschool-aged children.