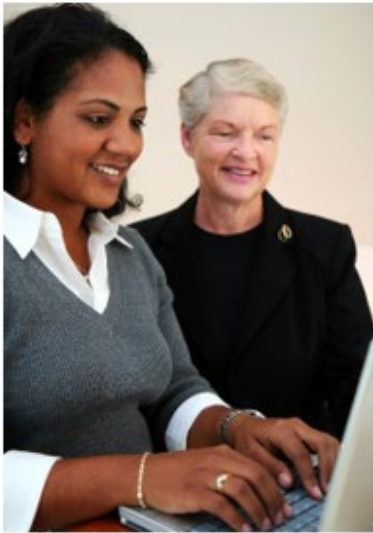# CalAPA
California Administrator Performance Assessment

Performance Assessment Overview

Overview of Leadership Cycles and Rubrics

Version 07

Contents

Introduction to CalAPA Leadership Cycles

In 2000, the Commission on Teacher Credentialing (CTC) began a comprehensive effort to update and revise standards, policies, and regulations relating to the licensure of school administrators and the accreditation of the programs that prepare school administrators. This effort has been motivated by advancements in both the research regarding and practices of effective school administrators and by the complex needs of California's public schools at the dawn of the 21st century.

Based on 20 years of experience improving the design and use of performance assessment as one of multiple measures to inform teacher candidate preparedness, in September 2013, the Commission amended the requirements for earning the Preliminary Administrative Services Credential to include the passage of a performance assessment along with the successful completion of a CTC-approved administrator preparation program.

Assessment Design

Since 2016, the CTC has engaged a 15-member design team of practitioners and administrative educators, including representatives from the Association of California School Administrators (ACSA), California Association of Professors of Educational Administration (CAPEA), California Teachers Association (CTA), and the California Department of Education. Along with assessment development experts from the CTC and the Evaluation Systems group of Pearson, the team has designed an assessment system called the California Administrator Performance Assessment (CalAPA).

The CalAPA has been purposefully structured to address the state's Administrator Performance Assessment Design and Program Implementation Standards as well as key elements of the California Administrator Performance Expectations (CAPE). The CAPE are aligned with the California Professional Standards for Education Leaders (CPSEL). Adopted by the CTC in June 2016, the CAPE provide the conceptual and practical basis for the following three leadership cycles that comprise the CalAPA, with a focus on organizational development, change management, and leadership.

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

❖ Leadership Cycle 2: Facilitating Communities of Practice

❖ Leadership Cycle 3: Supporting Teacher Growth

Each leadership cycle includes four inquiry oriented steps: (1) investigate, (2) plan, (3) act, and (4) reflect. The Commission's CalAPA model provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the administrative candidate's thinking and encourage decision-making throughout each cycle.

The CalAPA is intended to provide both a formal assessment of candidate administrative ability and a framework of performance-based guidance during the candidate's administrator preparation program to inform candidate preparation and continued professional growth through induction. Analytic feedback provided at the completion of each cycle will facilitate data-driven collaboration and reflection by the candidate in preparing for subsequent assessment cycles. Performance data will be shared with institutions to assist them in making program improvements and will guide induction programs as they work with new administrators to individualize learning plans. The CalAPA is designed to be embedded within the field placement of an administrator preparation program so that the candidate may draw on authentic evidence of equitable leadership knowledge, skills, and abilities from clinical practice.

The three leadership cycles were developed to build on each other, but may be completed independently and in any order deemed appropriate by an administrator preparation program.

Evidence Tables

The following tables provide a summary of the expectations of candidates completing the CalAPA, including what actions should be taken and what evidence should be submitted by step.

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

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Investigate (template provided in ePortfolio system)	- Investigate the vision, mission, and/or goals at your school and document your findings. - Choose a California state indicator of interest (Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, Academic Performance, College/Career Readiness). - Collect related quantitative data for this indicator for the school across the three most recent years of data (most recent year, second most recent year, and third most recent year). Identify and select one specific group of students to further investigate (e.g., female English learners). - Identify and collect three sources of qualitative data to further investigate the equity issues for this student group. - Based on your data analyses, conduct an equity gap analysis, citing research, for the student group.	**Part A:** Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (no more than 5 pages of responses to prompts, exclusive of data tables)
Step 2: Plan (template provided in ePortfolio system)	- Based on your equity gap analysis, determine potential contributing factors (institutional and/or structural) influencing the equity gap you have identified for the group of students. - Based on your equity gap analysis and potential contributing factors you have determined for the group of students, - identify a related educational area of need at the school and - develop a problem statement.	**Part B:** Written Narrative: Contributing Factors and Problem Statement (no more than 5 pages)
Step 3: Act (template provided in ePortfolio system)	- Based on the problem statement and identified area of educational need, develop potential strategies for equitable student and school improvement. - Solicit targeted feedback from a key educational partner(s) regarding the feasibility of your proposed strategies to address the single equity gap for a group of students. - Explain how you would adjust your proposed strategies for equitable student and school improvement based on the targeted feedback you received.	**Part C:** Written Narrative: Planning for School Improvement and Promoting Equity (no more than 5 pages)

(Continued)

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 4: Reflect (template provided for written narrative only in ePortfolio system)	Reflect on your work in Leadership Cycle 1 in terms of your leadership capacity to identify potential contributing factors and strategies to address a single equity gap for a group of students at the school, and reflect on what strengths you would like to further develop in this area of equitable leadership.	• **Part D:** Reflective Narrative (no more than 5 pages of written or no more than 5 minutes of video explanation)

Leadership Cycle 2: Facilitating Communities of Practice

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

(Continued)

Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 3:
Act
(continued)
	• Collect key collaborative work products used during the meetings.
	
	• Video-record all meetings. Select and annotate 3 video clips that show (1) the value of establishing group norms and how they support the meeting goals; (2) analyzing the implementation of the evidenced-based strategy and coming to a consensual understanding of the initial results; and (3) how you worked with the group to jointly determine next steps.
	
	• Annotation titles include:
	
	   • Discussing the Value of Shared Norms and Meeting Purposes
	
	   • Building Consensus and Documenting Agreements and Decisions
	
	   • Analyzing Results and Jointly Determining Next Steps
		• **Part G:** Key Collaborative Work Products (no more than 10 pages)
		
		• **Part H:** 3 Annotated Video Clips (no more than 5 minutes each)

Step 4: **Reflect** (template provided for written narrative only in ePortfolio system)	Referencing implementation results and community of practice member feedback, analyze your experience co-facilitating a community of practice and implementing an evidence-based strategy, including your personal leadership skills, practices, and growth areas. Reflect on your learning and equitable leadership development throughout Cycle 2.	• **Part I:** Reflective Narrative (no more than 4 pages of written or no more than 5 minutes of video explanation)

Leadership Cycle 3: Supporting Teacher Growth

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: **Investigate** (template provided in ePortfolio system)	• Familiarize yourself with, describe, and analyze the current teacher coaching, observation, and/or instructional feedback practices at the school and review the California Standards for the Teaching Profession (CSTP). Describe how the CSTP (or its equivalent) are used at this school to support teacher growth and development. • Identify a volunteer teacher for the coaching cycle and learn about the teacher's classroom context and students. • Explain the implications for this cycle based on the analysis of the current role of coaching practices (at the school) and the background and experience of the volunteer teacher. • Provide a summary of the context and the teacher's prior experiences with coaching, observation, and/or instructional feedback to plan for the coaching cycle.	• **Part A:** Written Narrative: Coaching, Observation, and/or Instructional Feedback Practices at the School and the Volunteer Teacher (no more than 5 pages)

Step 2:
Plan
(template and annotation tool provided in ePortfolio system)
	• Plan, participate in, and video-record a pre-observation meeting with the volunteer teacher. After the volunteer teacher's self-assessment of instructional practices, jointly select **one or two** CSTP elements as a focus for the lesson observation and post-observation meeting.
	
	• Review and collect a copy of the lesson plan to be observed and co-determine student work products that you will be able to review as an outcome of the lesson.
	
	• Select 2 video clips from the pre-observation meeting that provide evidence of your coaching, and annotate the clips with brief rationales for coaching practices seen in the video.
	
	• Four annotation titles include:
	  • Volunteer Teacher's Self-Assessment
	  • Lesson Plan Review
	  • CSTP Selection
	  • Coaching and Observation Process
		• **Part B:** Written Narrative: Classroom Context, Lesson, and Observation (no more than 4 pages)
		
		• **Part C:** Volunteer Teacher's Lesson Plan, including student work product description
		
		• **Part D:** 2 Annotated Video Clips of the Pre-Observation Meeting (no more than 6 minutes each)

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Cycle Step	What You Need to Do	Evidence to Be Submitted

Step 3:
 	
Act
(annotation tool provided in ePortfolio system)
	• Conduct and video-record a classroom observation of the teacher's lesson. Follow all district policies regarding video-recording of students and teachers, and secure all required permissions.
	
	• Prepare for the post-observation meeting.
	  1. Watch the video recording of the lesson.
	  2. Analyze the CSTP-focused observation evidence you collected during the lesson.
	  3. Analyze student work products from the lesson and/or any other data related to the lesson.
	
	• Jointly participate in a post-observation meeting with the volunteer teacher and video-record the meeting. During the post-observation meeting, together with the volunteer teacher, watch the video of the lesson, review the CSTP–element-focused data collected during the observation, and analyze student work and/or other data related to the lesson.
	
	• Select 1 to 3 video clips from the post-observation meeting that provide evidence of your coaching. Annotate the clips with brief rationales for coaching practices seen in the post-observation video. The three annotations include:
	  • Teacher's Self-Assessment of Student Learning
	  • Effectiveness of Teaching Practices Including Next Steps for Volunteer Teacher Growth
	  • Volunteer Teacher Feedback on Candidate's Coaching Practices
		• **Part E:** Specific Notes from the Observation and/or Forms Used to Document the Observation Evidence Related to CSTP Element(s)
		
		• **Part F:** Student Work Product Example(s) from the lesson used in the post-observation meeting
		
		• **Part G:** 1 to 3 Annotated Video Clips of the Post-Observation Meeting (totaling no more than 15 minutes; a single clip should be at least 1 minute in length)

Step 4: **Reflect** (template provided for written narrative only in ePortfolio system)	• Reflect on your learning and leadership development in relation to your coaching and observation abilities to support teacher growth. Discuss how coaching, observation, and/or instructional feedback support teachers at the school site. • Describe continuous improvement steps for supporting teacher growth.	• **Part H:** Reflective Narrative (no more than 4 pages of written or no more than 6 minutes of video explanation)

Rubric Essential Questions

For each cycle, rubrics are aligned to the specified steps of the leadership cycle (investigate, plan, act, and reflect). Each rubric is framed by an essential question that outlines the knowledge, skills, and abilities assessed within the rubric. The tables below list the essential questions for the CalAPA rubrics contained in each leadership cycle. Refer to the rubrics in each leadership cycle guide for performance level descriptors and alignment to the CAPE.

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

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

Leadership Cycle 2: Facilitating Communities of Practice

Step 1: Investigate	
Rubric 2.1	How does the candidate describe and analyze the role of current practices of collaborative professional learning at the school and how these practices relate to student learning and/or well-being?
Rubric 2.2	How does the candidate select an area of educational focus based on student data that corresponds to the school's vision, mission, and/or goals? How does the candidate choose a group of educators to participate in a community of practice in relation to the selected area of educational focus?
Step 2: Plan	
Rubric 2.3	Using the agreed-upon area of educational focus as a starting point, how does the candidate work collaboratively with the group to review data sets and select a problem of practice related to student learning and/or well-being? How does the candidate work with the group members to acknowledge that the problem of practice might be addressed with a change in current instructional practice at the school?
Rubric 2.4	How does the candidate explain the collaborative process used during the planning meeting to select one relevant evidence-based strategy to address the selected problem of practice? How does the candidate describe the potential impact of the strategy on student learning and/or well-being?
Step 3: Act	
Rubric 2.5	How does the candidate demonstrate and analyze a variety of their co-facilitation skills of group learning—including the value of establishing norms; documenting group decisions; supporting diverse viewpoints; and/or maintaining group focus and energy—while facilitating a collaborative process of group consensus, feedback, and progress during the three implementation meetings?
Rubric 2.6	How does the candidate co-facilitate a discussion that leads to a consensual understanding of initial implementation results? How does the candidate collaboratively lead the group in jointly determining next steps?
Step 4: Reflect	
Rubric 2.7	How does the candidate reflect upon initial implementation results and feedback from the group to analyze their leadership skills and practices to make specific connections to their areas for growth and identify next steps, citing specific evidence from any of the four steps? How does the candidate demonstrate a variety of leadership skills used to equitably co-facilitate a community of practice?

Leadership Cycle 3: Supporting Teacher Growth

	Step 1: Investigate
Rubric 3.1	How does the candidate describe and analyze the current role of teacher coaching, observation, and/or instructional feedback practices at the school with the volunteer teacher, and explain the implications of how current practices impact for their approach to conducting a coaching cycle?
	Step 2: Plan
Rubric 3.2	How does the candidate demonstrate and analyze their ability to listen to and talk with the volunteer teacher to understand the learning goals, classroom context, and student assets and learning needs; jointly select with the volunteer teacher one or two CSTP elements, including evidence to be collected; and plan for the observation?
	Step 3: Act
Rubric 3.3	How does the candidate recognize, document, and analyze the volunteer teacher's qualities of teaching practice related to the selected CSTP element(s) and learning goals of the lesson?
Rubric 3.4	How does the candidate demonstrate and analyze their ability to foster a learning conversation in a post-observation meeting using CSTP-focused observation evidence, lesson observation video, and student work with the volunteer teacher regarding strengths and area(s) for growth?
Rubric 3.5	In partnership with the volunteer teacher, how does the candidate demonstrate and analyze their ability to co-determine next steps for professional growth, including resources and additional coaching support based on the CSTP-related evidence during the post-observation meeting?
	Step 4: Reflect
Rubric 3.6	How does the candidate analyze their capacity to conduct a CSTP-focused coaching and observation process, based on their experience in this coaching cycle and feedback from the volunteer teacher, and cite evidence to demonstrate their ability to facilitate and maintain a coaching partnership?
Rubric 3.7	How does the candidate, informed by a continuous improvement mindset and focused on equitable leadership, reflect on the potential impact of coaching and explain the benefits to both teachers and students?