

CSUB Educational Administration (PASC) California Administrator Performance Assessment (CalAPA)

CalAPA Background

Beginning June 1, 2019, all California Commission on Teacher Credentialing (CTC) mandated that preliminary administrative credential candidates must pass the California Administrators Performance Assessment (CalAPA) as one of the requirements for recommendation for the Preliminary Administrative Services Credential. Through the CalAPA, candidates demonstrate the knowledge and skills tied to the California Administrators Performance Expectations (CAPE), the California Professional Standards for Educational Leaders (CPSL), and the California Administrators Content Expectations (CACE) in order to receive the Preliminary Administrative Credential and serve as a school leader. Focusing on instructional leadership and school improvement leadership, the CalAPA is designed to assess a candidate's preparedness prior to entering an administrative role.

CalAPA at CSUB

- All program courses embed the CalAPA and are aligned with the CAPEs.
- Candidates will be required to attend seminars for the CalAPA in addition to regularly scheduled classes.
- Feedback from course formative assessments should be taken into account when preparing responses for the CalAPA.
- Candidates will have the opportunity to work with peers and faculty regarding completion of the CalAPA. Please see Guidelines for required, acceptable, and unacceptable support.
- Pearson will notify candidates regarding submission scores.
- Candidates are required to save all CalTPA materials until passing scores are received.
- Remediation will be scheduled by program faculty. Ensure you have all cycle materials available for faculty review.
- Candidates are required by university and CTC policy to submit CalAPA responses that represent the candidate's own work. Plagiarism of work can result in dismissal from the credential program and university as well as disciplinary actions from the teaching commission.
- CalAPA submission are scored through the CTC/Pearson centralized scoring system.
- Successful completion of each cycle is contingent upon the candidate's ability to apply coursework, complete cycle requirements, and submit required documents within the submission deadlines.
- In order to submit CalAPA cycles, candidates must be enrolled in the EDAD program through main campus or a CalAPA remediation course through Extended Education.
- Candidates are expected to review and follow the [CalAPA Assessment Policies](#)
- Candidates must earn a score of 15 on Cycle 1, a score of 14 on Cycle 2, and a score of 14 on Cycle 3 to be recommended for the Preliminary Administrative Credential. Score reequipments are subject to CCTC review and change.
- Candidates must sign and submit the CSUB Attestation form to the program prior to beginning work on the CalAPA.
- Candidates must meet all credential program requirements including coursework, fieldwork, and meeting the passing score on the CalAPA prior to recommendation for a preliminary administrative services credential or certificate of eligibility.

CalAPA Registration

- Candidates will register for the CalAPA Cycles through the CTC Exams website: [CalAPA](#)
- Candidates will receive the recommended registration and submission dates each term in their Fieldwork syllabi. Candidates are encouraged to only submit once they are confident in their work. Resubmission fees to Pearson are the same as the original registration fee.
- The CalTPA submission system is live on the [California Educator Credentialing Assessments website](#), and candidates may register and begin working on their CalAPA Instructional Cycles.
- Candidates are to go to the [Registration page](#) and select the **CalAPA tab** to create a new account or sign in to an existing account.
- Candidates will need to register and pay for each CalTPA Instructional Cycle separately. Only register for the cycle you are completing at this time.
- During the registration process candidates will be asked to:
 - Choose a test program
 - Select an assessment cycle
 - **(pay close attention to the Cycle)**
 - Choose where and how to have your assessment results delivered
 - **(make sure CSUB receives your scores)**
 - Answer background questions
 - Review and agree to testing rules
 - Submit payment using a credit, debit, or check card
- Pearson provides registration and submission support during business hours (email, chat, mail and phone): <http://www.ctcexams.nesinc.com/Contacts.aspx>
- Registrations are valid for 12 months.

CSUB Video Submission Available Support

<p>CSUB Media Production Lab: Lower Level of the Walter Stiern Library Room 11 Phone: 661-654-2069</p> <p>Before going to the lab: Watch your full meetings several times Select the times for the video clips (write the time frames down)</p> <p>When going to the lab: Take your complete videos Bring your time frames notes (start and stop) Bring your CSUB id Allow for support time—this is not a drop off; you will stay until the work is completed</p>	<p>At the lab: 7 machines are available for editing Times (no weekend hours)</p> <p>Daily: 9am-1pm (M-F) Monday: 10 am-6 pm Tuesday: 10 am-6 pm Wednesday: 10 am-6 pm Thursday: 10 am-6 pm Friday: 9 am-5 pm No weekend hours</p>
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CTC/Pearson Available Preparation for CalTPA

The [Preparation page](#) includes several resources to guide candidates in preparing their videos and uploading their evidence for submission.

In particular, candidates should review the **Recommended Equipment, Video Formats, and Settings** resource for guidelines on acceptable video format, resolution, and file size and the three resources under the **Using the ePortfolio System** section for step-by-step instructions on navigating the submission system and its embedded video annotation tool.

CalAPA Appeals Policy

CSUB: Candidates who do not pass a cycle during the academic year will receive additional support and guidance from a program faculty member to prepare for their resubmission. Candidates may submit the CalAPA in any order and may concurrently work on multiple cycles. It is recommended that candidates consult with their fieldwork faculty member regarding the best options for CalAPA completion and submission. Recommended due dates will be posted in the fieldwork syllabus each term.

If a candidate believes they need to appeal a course grade or program decision regarding the CalAPA, please reference the CSUB Appeal Process for the Disposition Assessment in the CalAPA Box Folder. You may contact your program instructor to initiate the process ([Appeals document](#))

CTC: The California Teaching Commission has a score verification process listed on the assessment website. Candidates who wish to appeal their score must follow the [Request for Score Verification](#). The CalAPA Coordinator and program faculty will assist candidates who wish to request a score verification. Final responses from the commission are not able to be appealed.

CalAPA Remediation Process

Candidates are allowed three attempts to pass each CalAPA cycle prior to program dismissal. If the candidate fails a cycle twice during the academic year, they will be required to enroll in an Extended Education Course during summer session where they will receive additional support and work on revising their CalAPA for resubmission.

The syllabus for EDAD 4810 is available [here](#). Once registered, the instructor will meet with you to determine CSUB submission dates and plan your Pearson submission window with you.

CalAPA Guidelines for Support

The following activities constitute **REQUIRED** support for candidates completing the CalAPA:

- Providing candidates with access to the CalAPA assessment preparation materials and other explanatory materials about the CalAPA and expectations for candidate performance on the assessment
- Explaining CalAPA leadership cycles and rubrics, and guiding discussions about them (e.g., orientation or overview sessions for each cycle)

- Engaging candidates in formative experiences aligned with the CalAPA (e.g., assignments on the investigate, plan, act, and reflect sequence; practice in instructional coaching)
- Ensuring that candidates complete the assessment within a cooperating school or district during their clinical experience and verify appropriate permissions for all individuals who appear in any video recording
- Engaging candidates in formative experiences aligned with the CalAPA (e.g., analyzing data, facilitating collaborative professional learning, and coaching for improved instruction)
- Providing candidates who are not successful on the CalAPA with additional support focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring

The following activities constitute **ACCEPTABLE** support for candidates completing the CalAPA:

- Referring candidates to the CalAPA Glossary and discussing definitions and clarifications of key terms as used in the assessment materials
- Reviewing examples of effective school leadership (e.g., planning documents, data analyses, facilitation, instructional feedback) using CalAPA rubrics or support documents
- Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses
- Recommending and/or providing specific assistance to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, facilitation, using data to inform planning, coaching teachers)
- Explaining scoring rubrics by using them in formative exercises or assignments outside of the ones the candidate will submit for scoring
- Linking content and experiences from the preparation program to the CAPE as measured by the CalAPA cycles and rubrics
- Providing a schedule/timeline for completion of the CalAPA
- Conducting "check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions.
- Paraphrasing or answering candidate questions about the content of leadership cycles, rubrics, directions (including templates), or support documents such as the CalAPA assessment materials
- Encouraging candidates to self-assess draft responses or video recordings against the CalAPA rubrics without providing direct edits to responses or specific answers to CalAPA prompts
- Answering common questions about the CalAPA in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalAPA while maintaining the original work of each candidate
- Directing candidates to resources on current research and evidence-based practices, and to experts in the field who are knowledgeable about the content of the cycles and rubrics
- Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions
- Arranging technical assistance for video-recorded portions of the CalAPA
- Providing and discussing support documents such as these guidelines for acceptable support and the CalAPA Rules of Participation

The following activities constitute **UNACCEPTABLE** support for candidates completing the CalAPA:
Engaging in these activities could lead to a candidate's loss of the credential and jeopardize a program's accreditation status.

- Providing a candidate with the content or answers in response to a CalAPA prompt or task (e.g., choosing the data sources to investigate, conducting the data analyses, drawing conclusions on the implementation of strategies, redirecting candidates about who to observe)
- Editing a candidate's response prior to submission
- Conjecturing on CalAPA performance requirements, expectations, or what is deemed as sufficient evidence
- Using institutional terms and definitions as substitutes for those used in the CalAPA
- Offering critique of a candidate's draft responses prior to submission for official scoring that provides specific, alternative responses or answers to prompts
- Telling a candidate which video clips or work samples to select for submission
- Telling a candidate which sections of video clips should be annotated
- Uploading a candidate's responses (written or video-recorded) to publicly available websites or through social media

Academic Honesty

There are certain forms of conduct that violate the university's policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the submission of the same, or essentially the same paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses. Source: 2011-2013 CSUB Catalog, p.78

Candidates are required by university and CCTC policy to submit CalAPA responses that represent the candidate's own work. Plagiarism of work can result in dismissal from the credential program and university as well as disciplinary actions from the teaching commission.

Professional Liability Insurance

As of August 1, 2006, the CSU Chancellor's Office of Risk Management is requiring all students in various fields, including this Credential Program to purchase Professional Liability Insurance. This fee may be paid at the Cashier's window or online.

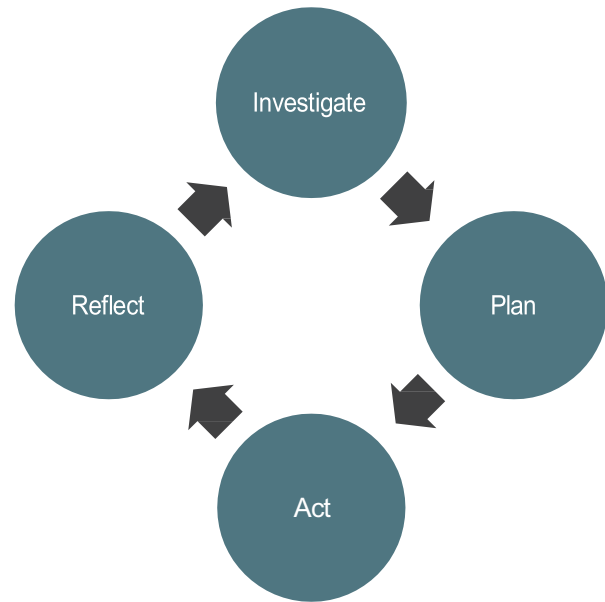
CalAPA Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

Overview

Leadership Cycle 1 focuses on analyzing multiple sources of school data for the purpose of identifying a single equity gap for a group of students at your school. Through a cycle of inquiry, you will perform an equity-gap analysis to identify a focus area that aligns with your school's vision, mission, and/or goals and develop a problem statement to frame an educational need for the identified student group. To address the problem statement, you will develop potential strategies that might be used for equitable school improvement. Next, you will solicit targeted feedback from a key stakeholder(s) and adjust your proposed strategies accordingly. At the conclusion of this leadership cycle, you will reflect on your capacity to be an equitable leader and identify areas for growth to further develop.

Tasks

1. **Investigate:** Review your school's vision, mission and/or goals. Select a priority performance area and collect 3 years of qualitative data for 3 years, select a student group, collect and analyze qualitative data and conduct an equity gap analysis.
2. **Plan:** Identify potential factors and develop a problem statement defining a specific educational need related to equity for the identified student group.
3. **Act:** Using the problem statement and area of need, develop potential strategies for improvement. Gather feedback from key stakeholders about your strategies and adjust.
4. **Reflect:** Reflect on your leadership capacity to analyze data, conduct and equity gap analysis, develop a problem statement and create potential strategies for school improvement



related to equity for the student group.

Recommended District and Site Support

1. Access to District LCAP, School Site Plan for Student Achievement and quantitative data.
2. Provide opportunity for the candidate to collect qualitative data.
3. Discuss with candidate institutional factors, school context, student assets and needs and the school community that would affect their data and development of their problem statement and strategies for improvement.
4. Schedule opportunities for the candidate to gather feedback from you and critical stakeholders.

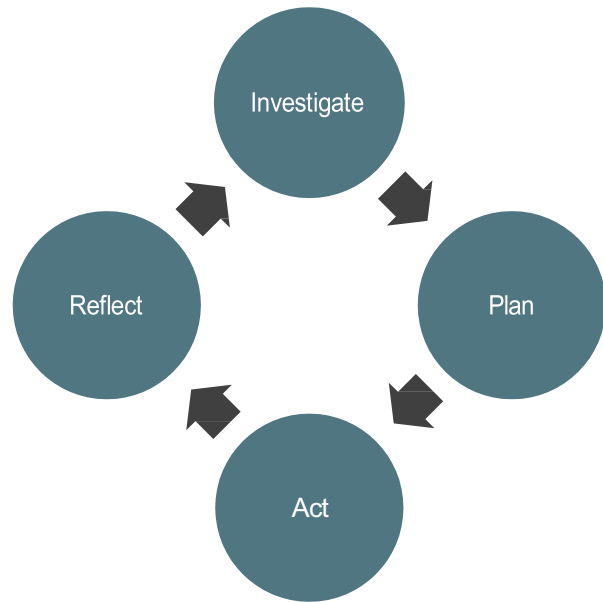
CalAPA Leadership Cycle 2: Facilitating Communities of Practice

Overview

Leadership Cycle 2 focuses on co-facilitating collaborative professional learning within a community of practice to improve teaching and student learning. You will work with a small group to identify a problem of practice, jointly determine an evidence based strategy to address the program. You will conduct and record all meetings with the group and lead the professional learning of the community of practice. Finally, you will reflect on your facilitation, support for the group and responses to the group's feedback.

Tasks

1. **Investigate:** Learn about the school's collaborative professional learning. Select a group of 3-5 educators to work as a community of practice related to the identified problem of practice.
2. **Plan:** Meet with the group to collaboratively choose the problem, select an evidence based approach for collaboration and select an evidence based strategy for implementation.
3. **Act:** Co-facilitate and record your meetings. Select video clips and write annotations to meet the cycle requirements.
4. **Reflect:** Reflect on your leadership skills, practices and areas of growth regarding co-facilitating communities of practice and strategy development.



Recommended District and Site Support

1. Mentor candidate regarding co-facilitation, communities of practice, setting agendas, creating evidence based strategies and implementation of evidence based strategies.
2. Discuss school site context, culture and practices.
3. Assist candidate with selecting of team members, facilitate meeting times and places and support for implementation of strategies.

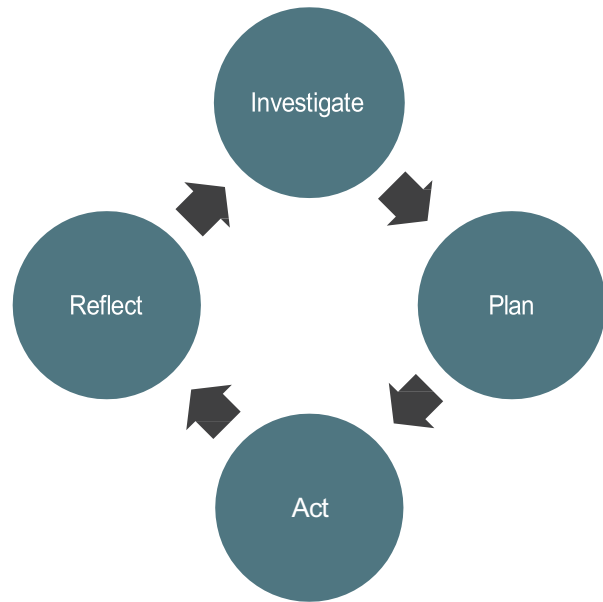
CalAPA Leadership Cycle 3: Supporting Teacher Growth

Overview

Leadership Cycle 3 focuses on coaching a volunteer teacher to strengthen their teaching practices and improve student learning and/or well-being. Within this cycle, you will coach and observe a volunteer teacher through the classroom observation cycle related to collection and discussion of CSTP based evidence. You will reflect on your strengths and areas of professional growth as a coach and equity-minded leader.

Tasks

1. **Investigate:** Learn about CSTP based coaching, observation and/or instructional feedback practices for the school. Identify a volunteer teacher and provide context for the coaching cycle.
2. **Plan:** From a coaching and instructional feedback perspective, plan for, participate in and video record a pre-observation meeting with your volunteer teacher. Jointly select an **element of a CSTP** as the observation focus.
3. **Act:** Conduct the observation and video record the lesson. Use a CSTP observation tool to collect evidence on the CSTP element. Prepare for your post-observation conference. Video-record and annotate your observation conference. Jointly discuss the observation evidence and collaborate to establish a goal for the next observation.
4. **Reflect:** Identify personal leadership competencies and needs related to instructional coaching, CSTP focused observations, collection of evidence and support for teacher growth. Describe continuous improvement steps for the volunteer teacher and reflect on the role of coaching and instructional feedback.



Recommended District and Site Support

1. Review Collective Bargaining agreements for your district. Ensure candidate understands district and school observation protocols.
2. Assist candidate in selection of volunteer teacher.
3. Assist candidate with appropriate permission to videotape in the volunteer teacher's classroom.
4. Allow candidate to shadow classroom observations, debrief conferences and reviews, as District appropriate.