CODED CORRESPONDENCE

DATE: September 16, 2019	**NUMBER:** 19-05
TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	**FROM:** Mary Vixie Sandy Executive Director Commission on Teacher Credentialing

SUBJECT: Passing Standard for 2019-20 and Statewide Implementation of the California Administrator Performance Assessment (CalAPA)

Summary:
At its August 2019 meeting, the Commission on Teacher Credentialing (Commission) adopted a passing standard for the 2019-20 implementation of the California Administrator Performance Assessment (CalAPA). This Coded Correspondence provides the adopted passing standard for the three cycles of the CalAPA as well as information regarding CalAPA implementation responsibilities of preliminary administrative services credential programs (PASC) along with implementation information for local education agencies (LEA) where the administrative candidate will complete the CalAPA cycles under the guidance and support of their preparation program.

Key Provision--CalAPA Minimum Passing Standard:
For the 2019-20 year the following scores are required for the three CalAPA cycles.
Cycle 1, which includes 8 rubrics, a final score of 14 points.
Cycle 2, which includes 7 rubrics, a final score of 12 points.
Cycle 3, which includes 7 rubrics, a final score of 12 points.

All candidates enrolled in a PASC as of June 1, 2019 will be required to attain a passing score across the seven or eight rubrics of each cycle. The passing standard adopted by the Commission will be applied to all submissions from June 1, 2019 until a new passing score is adopted.

The Commission will review and analyze candidate score data from the 2019-20 administration year in preparation for a second standard setting study in spring 2020. This second standard setting panel may present a revised passing standard recommendation to the Commission at its June 2020 meeting for subsequent years' administration and scoring of the CalAPA.

Program Responsibilities: The CalAPA is now a required licensure assessment for all candidates who are enrolled in a Commission-approved preliminary administrative services credential program. All approved programs are required to help candidates learn and practice the expected candidate competencies adopted by the Commission, as contained in the [California Administrator Performance Expectations](#) (CAPEs). As part of the accreditation system, program sponsors are required to document their program's plan to prepare candidates for the embedded CalAPA through the following means:

- A PASC program matrix, showing where each CAPE is introduced, practiced, and assessed in the program's delivery structure;
- Course syllabi showing which CAPEs are addressed in each class session and the activities used to familiarize candidates with its content;
- Program Review exhibits outlining the program sponsor's administrative and support structure for key stakeholder positions such as director, coordinator, faculty, supervisors, and assessors; and
- Site visit team interviews of stakeholders to verify program oversight and implementation aligned to Program Standards.

Information for LEAs: It is essential to the implementation of the CalAPA that LEAs understand that each preliminary administrative services credential candidate must complete the three cycles of the CalAPA <u>at a selected school site</u> as part of their program requirements, and that programs are required to actively support candidates in their preparation while they are at their selected school site, as outlined in the PASC Program Standards. PASC Program Standards 7, 8, and 9 ([June 2018)<u>, establish support requirements for the LEA in which the PASC candidate is completing their CalAPA cycles.</u>

Key implementation components for program sponsors include:

- Program administration: Employing and training adequate personnel to equip candidates for passing the CalAPA cycles (e.g., program director, coordinator, instructors, fieldwork supervisors, assessors)
- Collaborative selection of schools: Partnering with districts/schools that provide school sites and personnel that meet the responsibilities candidates need to accomplish within the CalAPA cycles (e.g. access to schoolwide data, volunteer teachers, feedback to candidates)
- Coursework and fieldwork support: Inclusion of instruction, practice, and feedback to candidates preparing submissions (e.g., how to coach other adults, practicing leading a small group, providing feedback to other candidates, how to video record)

- Video support: Selection of classrooms where required annotated videos of prescribed length and content can be completed (e.g., leading small group learning, coaching a volunteer teacher)
- Computer support for candidate CalAPA submissions: Providing both hardware, software, and support personnel where candidates are able to master various computer skills (e.g., registration and payment, completion of templates, uploading annotated videos)
- Remediation support: Providing additional time with the program and expert support for resubmission of the cycles for candidates who are not successful on one or more cycles (e.g., ongoing tutorials on cycles' content, extended course registration)

Important Dates:

June 1, 2019: Application of the passing standard for all CalAPA submissions for each of the three leadership cycles for the 2019-20 implementation year.

Spring 2020: Additional standard setting study to determine needed adjustments in the passing standard for all three leadership cycles for 2020-21 and future years of CalAPA administration.

Background:

Initial Approval and Subsequent Development

The Commission began discussing the development of a performance assessment for preliminary administrative services credential candidates in September 2012, and approved its development in September 2013. In 2015 the project was funded through the state budget act and development work began. The Commission, a design team of California educators, and the Commission's technical contractor (the Evaluation systems group of Pearson, Inc.) developed the CalAPA over a two-year period. The CalAPA was pilot and field tested during 2017-2019, and the Commission approved the passing score standard for the assessment in June 2019. The assessment is now required of all preliminary administrative services credential candidates enrolled in a Commission-approved administrative services credential program and is a consequential assessment for the credential for all program candidates.

Materials access and location

The Evaluation systems CalAPA webpage provides assessment materials (password protected), preparation materials, registration and payment information, alternative arrangements offered, posted policies, and faculty policies and resources.

Sources:

Proposed Adoption of the Passing Score Standard for the California Administrator Performance Assessment – August 2019

Update on the Development of the California Administrator Performance Assessment – September 2018

Proposed Preliminary Administrative Services Credential Program Standards Additions – June 2018

Update on the Development of the California Administrator Performance Assessment (CalAPA) and Pilot Study and Request for a Non-Consequential Administration Year (2018-19) – June 2017

Update on the Development of the California Administrator Performance Assessment (CalAPA) – October 2016

References:
California Administrator Performance Assessment Design Standards

California Professional Standards for Education Leaders (CPSEL)

 California Standards for the Teaching Profession

Preliminary Administrative Services Credential Program Standards

California Administrator Performance Expectations

Contact Information:
For more information regarding the CalAPA, please contact CalAPA@ctc.ca.gov.