



CalAPA
California Administrator
Performance Assessment

Performance Assessment Guide

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



Kai Chiang - 123rf.com

Cycle Directions and Rubrics, **Version 09**

Preamble to the California Administrator Performance Expectations (CAPE)

Effective educational leaders strive for educational opportunities that are driven by equity and culturally responsive practices to promote each student’s academic success and well-being. California leaders recognize, respect, and utilize each student’s strengths, experiences, and background as [assets](#) for teaching and learning. Effective educational leaders confront and alter institutional and implicit biases that reproduce or result in student marginalization, deficit-based schooling, and low expectations.

Throughout the [CAPE](#), reference is made to “all students” or “all Birth–22 students.” This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of differences based on learning and behavioral characteristics, as well as disabilities, [dyslexia](#),* and all students who receive services under IDEA, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, gender expression, sexual orientation, culture, language, religion, citizenship status, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, who use ASL or other signed languages (e.g., LSM, LSC, BASL), assistive technology (e.g., personal hearing devices/FM/DM system), and/or augmentative and alternative communication (AAC); who are [English learners](#) (including those reclassified as Fluent English Proficient), Heritage language speakers, and/or multilingual learners (see [SB 210](#) for Deaf and Hard of Hearing students). This definition of “all students” applies whenever and wherever the phrase “all students” is used in the CAPE and in CalAPA (steps, rubrics, and CalAPA Glossary).

*The purpose of the California Dyslexia Guidelines is to assist general education teachers, special education teachers, and families and/or guardians in identifying, assessing, and supporting students with dyslexia.

All information about the CalAPA program can be found on the [California Educator Credentialing Assessments website](#). The website includes assessment information, registration and registration support, information on requesting reasonable accommodations for alternative testing arrangements, and preparation materials including instructions on using the Pearson ePortfolio system. For technical questions related to Cycle 1, see the [Contact Us page](#) on the California Educator Credentialing Assessments website.

Copyright © 2026 by the California Commission on Teacher Credentialing
May Lee State Office Complex, 651 Bannon Street, Suite 600, Sacramento, CA 95811
All rights reserved.

All materials contained herein are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of the California Commission on Teacher Credentialing. You may not alter or remove any trademark, copyright or other notice from copies of the content. Any redistribution or reproduction of part or all of the contents in any form is prohibited other than the following:

- you may print or download to a local hard disk extracts for your personal and non-commercial use only
- you may copy the content to individual third parties for their personal use, but only if you acknowledge the California Commission on Teacher Credentialing as the source and copyright owner of the material

Contents

- Acknowledgments** iv
- Overview** 1
 - Data Analysis Process: Moving from a California State Indicator to a Specific Equity-Based Problem Statement 2
 - Evidence Table 4
 - Essential Questions 5
- Step 1: Investigate** 6
 - I. Initial Data Collection 6
 - II. Extended Data Collection 7
 - III. School Vision, Mission, and/or Goals 8
 - IV. Equity Gap Analysis 8
 - Evidence to Be Submitted 9
 - Step 1 Rubrics 10
- Step 2: Plan** 13
 - I. Institutional/Structural Factors 13
 - II. Problem Statement to Address Student Group Area of Need 13
 - Evidence to Be Submitted 14
 - Step 2 Rubrics 15
- Step 3: Act** 17
 - I. Planning for School Improvement and Promoting Equity 17
 - Evidence to Be Submitted 17
 - Step 3 Rubrics 18
- Step 4: Reflect** 20
 - I. Reflective Narrative 20
 - Evidence to Be Submitted 20
 - Step 4 Rubric 21
- Submitting Your Evidence** 22
 - Preparing Your Evidence 22
 - What to Submit 23
 - Leadership Cycle 1 Submission Specifications 24
- CalAPA Glossary** 26

Acknowledgments

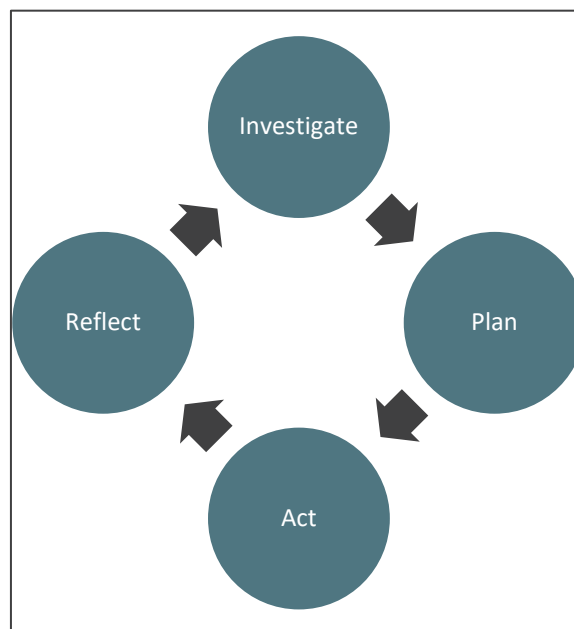
California has been an innovator in the development and use of teaching performance assessments since 2003. The California Administrator Performance Assessment (CalAPA) was developed at the direction of the Commission on Teacher Credentialing with the assistance of a 15-member design team; the Evaluation Systems group of Pearson; consultants in the field of educational leadership and administration; and California administrator organizations. The CalAPA draws from and is informed by California’s rich experience with performance-based assessment models, including the original California Teaching Performance Assessment (CalTPA), the redeveloped CalTPA (2016), the Education Specialist CalTPAs, the Performance Assessment for California Teachers (PACT), and edTPA®, and the National Board for Professional Teaching Standards. The Commission on Teacher Credentialing acknowledges the contributions of these assessment systems and the educators who have developed, administered, and scored them.

Overview

Effective [equity-driven educational leaders](#)¹ develop a collective vision through the use of multiple measures of data that focus on equitable access, opportunities, and outcomes for all students. Collaborative leadership skills related to developing a vision for equity are identifying, collecting, and analyzing multiple sources of longitudinal [quantitative](#) and [qualitative data](#) to inform school improvement.

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. The California Department of Education has state and local measures for each local control funding formula priority area. The six [state indicators/measures](#)² are Chronic Absenteeism, Suspension Rate, [English Learner Progress](#), Graduation Rate, Academic Performance (all grades³), and College/Career Readiness for schools in the [California School Dashboard](#).⁴ You will choose one state indicator to inform equitable improvement for a group of students that aligns with your school's vision, mission, and/or goals.

Within the cycle of *investigate*, *plan*, *act*, and *reflect*, you will collect and [analyze](#) multiple sources of longitudinal quantitative



and qualitative data. After completing an [equity gap analysis](#) based on the data collected, you will determine [institutional](#) and/or [structural](#) factors that may be contributing to the identified equity gap.

You will then develop a [problem statement](#) informed by the contributing factors to frame an educational need for the [student group](#). To address the problem statement, you will develop potential strategies that might be used for equitable school improvement.

¹ The first reference of a term in each section of this guide is hyperlinked to its corresponding definition in the CalAPA Glossary. To navigate to the glossary definition, click the hyperlinked word. To navigate back to the page origin, use the “Previous View” command (or ALT+Left Arrow).

² The California Department of Education uses the terms “indicators” and “measures” to reference Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, Academic Performance, and College/Career Readiness as both indicators and measures. Throughout this cycle, the term “indicator” will be used.

³ Smarter Balanced Assessment Consortium (SBAC) data include grades 3–8 and 11; however, if longitudinal student academic performance data for other grades are available for your school, you may use those data.

⁴ California’s new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California’s diverse student population (<https://www.cde.ca.gov/ta/ac/cm/>).

Next, you will solicit targeted feedback from a key educational partner(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.

Data Analysis Process: Moving from a California State Indicator to a Specific Equity-Based Problem Statement

The graphic below outlines the steps you will move through in Cycle 1.



Leadership Cycle 1 includes four specific steps to be completed in order: investigate, plan, act, and reflect.

- ❖ **Step 1: Investigate.** Select one [California state indicator](#) (Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, Academic Performance, or College/Career Readiness) and collect related quantitative data for this indicator across three years for your school. From the quantitative data analysis, identify one student group to study. Collect qualitative data to further understand potential equity gap(s). Investigate the vision, mission, and/or goals at your school and document your findings. Then conduct an equity gap analysis for the identified student group.
- ❖ **Step 2: Plan.** Identify potential contributing factors (institutional and/or structural) and develop a problem statement, defining a specific area of educational need related to equity for the student group.
- ❖ **Step 3: Act.** Using the problem statement and area of educational need, develop potential strategies for equitable student and school improvement. Gather targeted feedback from a key educational leader(s) about the feasibility of your proposed strategies and adjust them accordingly.
- ❖ **Step 4: Reflect.** Reflect on your leadership capacity to analyze multiple sources of data, conduct an equity gap analysis, determine contributing factors, develop a problem statement, and identify and adjust potential strategies to inform school improvement and equity for all students.

The directions for **Step 1: Investigate** ask you to select one California state indicator of interest to guide the beginning of your analysis of quantitative data. When selecting an area, be mindful of any bias you may bring to thinking about educational issues for these six priority areas. California state indicators include Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, Academic Performance, and College/Career Readiness. Your goal is to gain a broad understanding of the needs of students at the school, from an [asset](#)-based mindset, and then to focus more specifically on one group as you gather qualitative data and conduct an equity gap analysis.

Longitudinal data analysis should be conducted with an awareness of the contextual setting, the educators and students involved, and the larger school community. While you may think a particular need is evident at a school, it is not until you analyze data and identify patterns and trends across multiple years that you begin to understand and collect evidence of the range of actual student needs.

Be careful not to allow any preconceived understandings or personal preferences to influence your determination of an equity gap.

Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 1: Investigate</p>	<ul style="list-style-type: none"> Choose a California state indicator of interest (Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, Academic Performance, College/Career Readiness). Collect and analyze 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, collect, and analyze at least three sources of qualitative data to further investigate the equity issues for this student group. Investigate the vision, mission, and/or goals at your school and document your findings. Based on your analyses of the quantitative and qualitative data, conduct an equity gap analysis, citing research, for the student group. 	<ul style="list-style-type: none"> Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (up to 5 pages of responses to prompts, exclusive of quantitative and qualitative data tables)
<p>Step 2: Plan</p>	<ul style="list-style-type: none"> Based on your equity gap analysis, determine potential contributing factors (institutional and/or structural) influencing the equity gap you have identified for your selected group of students. Based on the potential contributing factors you have determined for the group of students, <ol style="list-style-type: none"> identify a related educational area of need at the school, and develop a problem statement. 	<ul style="list-style-type: none"> Part B: Written Narrative: Contributing Factors and Problem Statement (up to 5 pages)
<p>Step 3: Act</p>	<ul style="list-style-type: none"> Based on the problem statement and identified area of educational need, develop potential strategies for equitable student and school improvement. Solicit targeted feedback from an administrator or key educational partner(s) regarding the feasibility of your proposed strategies to address the identified 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. 	<ul style="list-style-type: none"> Part C: Written Narrative: Planning for School Improvement and Promoting Equity (up to 5 pages)
<p>Step 4: Reflect</p>	<p>Reflect on your work in Leadership Cycle 1:</p> <ul style="list-style-type: none"> How well did your leadership capacity allow you to identify potential contributing factors and strategies to address a single equity gap for a group of students at the school? What strengths would you like to further develop in this area of equitable leadership? 	<ul style="list-style-type: none"> Part D: Reflective Narrative (up to 5 pages of written or up to 5 minutes of video explanation)

Essential Questions

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 table below lists the eight essential questions for the CalAPA rubrics contained in Leadership Cycle 1.

Step 1: Investigate	
Rubric 1.1	Based on the chosen California state indicator, how well does the candidate select and analyze quantitative data sources across the three most recent years, identify patterns and/or trends related to equity, and choose an appropriate student group?
Rubric 1.2	How does the candidate collect and analyze relevant qualitative data from a range of at least three different qualitative* data sources and explain their relationship of the findings from the analysis to the quantitative** data findings and the identified 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 the identified student group? How does this equity gap align with 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	How 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? How is the 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 administrators or educational leaders 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 did the leadership feedback shape the candidate's equity-focused strategy, build educational partner buy-in, and support their growth in addressing equity needs and gaps for the identified student group? How does the candidate reflect on their current strengths and identify future areas for growth in equity leadership?

Step 1: Investigate

I. Initial Data Collection

Select one of the six [California state indicators](#) (Chronic Absenteeism, Suspension Rate, [English Learner](#) Progress, Graduation Rate, Academic Performance, College/Career Readiness) related to a student learning or [well-being](#) equity issue at your school.

You must choose one of the California Department of Education identified six state indicators (Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, Academic Performance, College/Career Readiness) for your submission to meet the requirements.

Collect and [analyze](#) related [quantitative data](#) for this indicator for the school across the three most recent years (i.e., most recent year, second most recent year, third most recent year). Data sources may include but are not limited to the [California School Dashboard](#), the [Local Control and Accountability Plan \(LCAP\)](#), [Ed-Data](#), and/or the [School Accountability Report Card \(SARC\)](#).

If you do not have access to three years of quantitative data for the California state indicator you have identified, you are required to choose another indicator for which you do have access to three years of data.

Examples of possible quantitative data include the following:

- student performance data (e.g., grades or promotion rates; end-of-course assessment scores; course completion rates; career pathway enrollment, completion, and dropout rates; interim or periodic assessment scores; graduation and college-going rates)
- student engagement data (e.g., attendance rates; program participation rates, such as AP course enrollment)
- teacher qualifications data (e.g., years of teaching, length of time at the school, assignment monitoring data)
- school characteristics (e.g., average class size, demographic data, school budget)
- school, teacher, and student/family/guardian culture data (e.g., culture and climate data)

Analyze the data you have collected for the selected California state indicator. Identify equity patterns and/or trends within the data across the three most recent years of data to choose one specific [student group](#) to further investigate.

❖ **Template: Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis**

Directions: Complete Section I of the Part A template provided. Identify the one specific student group you have chosen to further investigate.

II. Extended Data Collection

Based on your analysis of quantitative data for the indicator and your one selected student group, identify, develop, and collect at least three different sources of [qualitative data](#) (e.g., responses from interviews with students, faculty, or families/guardians; notes from observations; [document analysis](#)) to further investigate the equity issues for this student group.

Before you begin to collect qualitative data to investigate the equity issues for this student group, consider what insights you are seeking to gain from each of the sources you have identified. Determine which individuals (e.g., teacher leaders, parent/guardian organization leaders, community leaders) can help you carry out the qualitative data collection strategies you have selected. Apply [evidence-based practices](#) for qualitative data collection strategies (e.g., interviews, observations, surveys).

❖ **Template: Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis**

Directions: Complete Section II of the Part A template provided. Identify each of the three qualitative sources you have selected, and record and analyze the qualitative data you have collected from each source.

Examples of qualitative data collection activities include the following:

- conducting observations in and around the school, including classroom visits, as well as focus groups or surveys with students, teachers, families/guardians, and other representative educational partners
- auditing school processes and practices (e.g., teaching practices, academic intervention, course offerings, class schedules, family/guardian participation, professional development opportunities, school budget) and examining evidence of effectiveness that relates to the identified priority area of need
- gathering further input from key educational partners (e.g., school leaders, teachers, students, families/guardians, community members) about the strengths, interests, and needs of all students, including the identified student group, through surveys, interviews, and/or focus groups
- examining student school culture (e.g., course taking, extracurricular activities, discipline practices, indicators related to the academic and social environments at the school, student engagement improvement efforts) to identify opportunities for improvement and equity related to the identified California state indicator and identified student group

III. School Vision, Mission, and/or Goals

❖ **Template: Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis**

Directions: Investigate the vision, mission, and/or goals at your school. Complete Section III of the Part A template provided by documenting your findings.

Equity gap analysis. The process of identifying discrepancies between resource allocations and outcomes for previously identified underserved students specified in school site/district improvement plans and actual performance in relation to those measures. Results of an [equity gap analysis](#) may show, for example, a lack of monitoring for effectiveness; that data are incomplete or insufficient, and require more qualitative data such as student shadowing; or identification of additional underserved student groups.

IV. Equity Gap Analysis

❖ **Template: Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis**

Directions: Respond to the following prompts in Section IV of the Part A template provided to explain the decisions that you made regarding data collection and analyze the quantitative and qualitative data you collected. Cite research that supports your analysis as appropriate. Additionally, the equity gap analysis should explore the gap between resources and outcomes culminating from the quantitative and qualitative analyses.

When citing relevant research, embed your citations directly within your written responses. Do not provide citations in a separate list.

1. Reflecting upon the data collected and analyzed, what supports your decision to select this specific equity gap for your identified group of students? Share your analysis for the specific quantitative data you included in Section II of the Data Collection and Equity Gap Analysis template and your rationale for collecting it. How are these data relevant to understanding equity issues at the school for student groups?
2. Describe the three different qualitative data sources you included in Section II of the Data Collection and Equity Gap Analysis template. How did these sources provide more information about this student group for the California state indicator?
3. What patterns and/or trends related to the California state indicator and student group equity issues did you find in the qualitative data? How do they relate to the quantitative data patterns and/or trends you identified?

4. Define the equity gap you identified for a student group through your quantitative and qualitative data analyses. Discuss related research and explain how this research informs and/or supports your equity gap analysis finding for the California state indicator and student group you identified.
5. How is the equity gap you identified for a student group at your school related to specific components of the school's vision, mission, and/or goals?

Evidence to Be Submitted

- ❖ **Part A:** Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (up to 5 pages of responses to prompts, exclusive of quantitative and qualitative data tables)

Step 1 Rubrics

Rubric 1.1 — Step 1: Investigate

Essential Question: Based on the chosen California state indicator, how well does the candidate select and analyze quantitative data sources across the three most recent years, identify patterns and/or trends related to equity, and choose an appropriate student group?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not include quantitative data across the three most recent years.</p> <p>OR</p> <p>Patterns and trends are not identified or are irrelevant.</p> <p>OR</p> <p>Candidate does not select a student group to investigate OR selects a student group not appropriate for the identified indicator.</p>	<p>Candidate selects a California state indicator* and minimally analyzes quantitative data, vaguely identifying patterns and/or trends related to school equity.</p> <p>Candidate is not clear about which student group they will investigate or why the student group was selected.</p>	<p>Candidate selects a California state indicator* and analyzes quantitative data across the three most recent years, clearly identifying general patterns and/or trends related to school equity.</p> <p>Candidate clearly identifies a student group to investigate further and provides a rationale for why this student group was selected.</p>	<p>All of Level 3, plus:</p> <p>Candidate explores additional data linked to the indicator that clearly informs their understanding of patterns and/or trends to further clarify group differences within the state indicator selected (e.g., demographic data, ethnicity, gender, language).</p> <p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate cites relevant research that informs their understanding (patterns and/or trends related to equity) of the determined equity issue for the chosen student group.</p>

Note:

*California state indicator: Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, Academic Performance, College/Career Readiness

Source of Evidence:

- **Part A:** Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (up to 5 pages of responses to prompts, exclusive of quantitative and qualitative data tables)

CAPE Standard 1; Elements 1A, 1C

Rubric 1.2 — Step 1: Investigate

Essential Question: How does the candidate collect and analyze relevant qualitative data from a range of at least three different qualitative* data sources and explain their relationship of the findings from the analysis to the quantitative** data findings and the identified student group equity issue?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not provide or analyze three qualitative* data sources.</p> <p>OR</p> <p>Candidate provides no or irrelevant information about the connection among qualitative and quantitative data** findings and the identified student group equity issue.</p>	<p>Candidate collects and minimally analyzes a range of qualitative* data from at least three sources.</p> <p>Candidate minimally connects the qualitative data and findings to the quantitative data** findings for the identified student group equity issue.</p>	<p>Candidate collects and analyzes a range of relevant qualitative* data from three different sources.</p> <p>Candidate clearly explains the relationship among the findings from the analyses of the qualitative data, the quantitative data,** and the identified student group equity issue.</p>	<p>All of Level 3, plus:</p> <p>Candidate collects additional qualitative data as appropriate to deepen their understanding of the California state indicator chosen and the student group equity issue, and provides a complete analysis of the relationship between their qualitative and quantitative data findings and the identified student group equity issue.</p>
			<p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate explains how their qualitative data collection strategy is responsive to the complex context in which they are working and demonstrates cultural sensitivity and an appreciation for diverse viewpoints.</p>

Notes:

***Qualitative:** Collected through methods like interviews, focus groups, and observations, this data is subjective, rich in context, and commonly analyzed by identifying themes, patterns, or through coding (e.g., responses from interviews with students, faculty, or families/guardians; notes from observations; document analysis)

****Quantitative:** Numerical data expressing a certain quantity, amount, or range. Usually, there are measurement units associated with the data (e.g., meters, degrees, score points). Arithmetic and statistical operations may be applied to quantitative data.

Source of Evidence:

- **Part A:** Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (up to 5 pages of responses to prompts, exclusive of quantitative and qualitative data tables)

CAPE Standard 1; Elements 1A, 1C

CAPE Standard 3; Element 3B

Rubric 1.3 — Step 1: Investigate

Essential Question: 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 the identified student group? How does this equity gap align with the school’s vision, mission, and/or goals?

Level 1	Level 2	Level 3	Level 4
<p>Candidate identifies an equity issue with no evidence of quantitative or qualitative data analysis.</p> <p>OR</p> <p>Candidate does not identify any patterns and/or trends in the equity gap analysis provided.</p> <p>OR</p> <p>Candidate does not provide a description of an equity gap for the student group.</p> <p>OR</p> <p>Candidate does not identify the alignment between the equity gap for a student group at the school and the school’s vision, mission, and/or goals.</p>	<p>Candidate identifies an equity issue for an identified student group based on minimal quantitative or qualitative data analysis.</p> <p>Candidate identifies patterns and/or trends that are not clear in the equity gap analysis provided or does not clearly describe the identified patterns and/or trends.</p> <p>Candidate provides a minimal description of an equity gap for the student group.</p> <p>Candidate minimally describes the alignment between the equity gap for a student group at the school and the school’s vision, mission, and/or goals.</p>	<p>Candidate identifies an equity issue for an identified student group clearly based on their quantitative and qualitative data analysis for the chosen state indicator.</p> <p>Candidate clearly describes patterns and/or trends across the quantitative and qualitative data analysis in the equity gap analysis provided.</p> <p>Candidate clearly identifies the alignment between the equity gap for the identified student group and the school’s vision, mission, and/or goals.</p>	<p>All of Level 3, plus:</p> <p>Candidate conducts a thorough equity gap analysis, describing a clear connection from quantitative data findings to supportive qualitative data findings, and provides a sophisticated understanding of the equity disparity identified for the student group.</p> <hr/> <p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate cites and explains how research informs their understanding of the equity gap for the specific student group.</p>

Source of Evidence:

- **Part A:** Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (up to 5 pages of responses to prompts, exclusive of quantitative and qualitative data tables)

CAPE Standard 1; Elements 1A, 1C

CAPE Standard 3; Elements 3B, 3C

Step 2: Plan

I. Institutional/Structural Factors

Based on the [equity gap analysis](#) and the [quantitative](#) and [qualitative](#) data collected in Step 1, determine [institutional](#) and/or [structural](#) factors contributing to the equity gap you have identified. If potential contributing factors are not clearly indicated based on your data collection and [analysis](#), collect additional data or review relevant research as needed to identify possible factors. Be mindful of any bias you may bring to this analysis.

❖ **Template: Part B: Written Narrative: Contributing Factors and Problem Statement**

Directions: Respond to the following prompts in Section I of the Part B template provided.

In each response, be sure to refer to evidence from Step 1.

1. What potential contributing factors are suggested by the data you have collected and analyzed that may have created or added to the equity gap you identified for a [student group](#) at your school?
2. How do these specific contributing factors, including institutional and/or structural factors, impact student learning or [well-being](#) for the student group?
3. Cite research related to your findings regarding contributing factors that may have created or added to the equity gap you have identified for the student group.
4. Identify areas of educational need related to the single equity gap for a group of students (e.g., the school needs additional supports or materials, necessary specialists or counselors, after-school programs for students).

II. Problem Statement to Address Student Group Area of Need

Prepare a [problem statement](#) that culminates from your data collection and equity gap analysis. Your analysis may have revealed several contributing factors that impact the equity gap you identified for a student group. Some of these factors may be larger societal issues while others may be related to specific practices at the school. Select from the areas of educational need you have identified for the student group that could be addressed at the school level and develop one problem statement.

❖ **Template: Part B: Written Narrative: Contributing Factors and Problem Statement**

Directions: Respond to the following prompt in Section II of the Part B template provided.

Problem Statement: Describe the equity gap that needs to be addressed at the chosen school for the [California state indicator](#) and the identified student group's area of need (achievement and/or well-being).

A **problem statement** is a clear, concise description of the issue(s) that need(s) to be addressed. It is used to center and focus the team at the beginning of the effort, to keep the team on track during the effort, and to validate that the effort delivered an outcome that solves the problem statement.

Evidence to Be Submitted

- ❖ **Part B:** Written Narrative: Contributing Factors and Problem Statement (up to 5 pages)

Step 2 Rubrics

Rubric 1.4 — Step 2: Plan

Essential Question: 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?

Level 1	Level 2	Level 3	Level 4
<p>Candidate identifies contributing factors that are biased, superficial, or irrelevant to the equity gap analysis.</p> <p>OR</p> <p>Candidate does not cite research and/or neglects to draw connections between research and contributing factors.</p>	<p>Candidate identifies potential contributing factors and minimally describes how they relate to the equity gap analysis.</p> <p>Candidate attempts to draw connections between research and contributing factors, but citations are not related to the equity gap.</p>	<p>Candidate clearly uses the equity gap analysis and findings from the quantitative and qualitative data analyses to determine contributing factors, including institutional and/or structural factors, that created or added to an equity gap affecting a student group.</p> <p>Candidate cites relevant research to support potential contributing factors that create or add to the identified equity gap affecting a student group.</p>	<p>All of Level 3, plus:</p> <p>Candidate explains in detail (with supporting evidence from Step 1) how several contributing factors can create or add to equity differences or disparities for a student group.</p> <hr/> <p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate demonstrates a sophisticated, research-based understanding of the systemic, institutional, or structural causes of the identified single equity gap for a group of students at the school.</p>

Source of Evidence:

- **Part B:** Written Narrative: Contributing Factors and Problem Statement (up to 5 pages)

CAPE Standard 1; Element 1A

CAPE Standard 2; Element 2A

CAPE Standard 3; Element 3C

Rubric 1.5 — Step 2: Plan

Essential Question: 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?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not use the equity gap analysis or potential contributing factors to develop a problem statement.</p> <p>OR</p> <p>Candidate’s problem statement is not responsive to the needs of the student group.</p>	<p>Candidate attempts to use the equity gap analysis and potential contributing factors to develop a problem statement, but it is not clear how the problem statement supports student achievement and/or well-being of the student group.</p> <p>Candidate’s problem statement is only partially responsive to the needs of the student group.</p>	<p>Candidate develops a feasible problem statement related to student achievement and/or well-being of the student group that clearly draws from the equity gap analysis and potential contributing factors identified.</p> <p>Candidate’s problem statement is clearly responsive to the needs of the student group.</p>	<p>All of Level 3, plus:</p> <p>Candidate explains why their problem statement is responsive and feasible for the school’s culture and context.</p> <hr/> <p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate cites relevant evidence-based practices or research on how the area of educational need has been addressed in other school settings to improve achievement and/or well-being for similar student groups.</p>

Source of Evidence:

- **Part B:** Written Narrative: Contributing Factors and Problem Statement (up to 5 pages)

CAPE Standard 1; Elements 1A, 1C

CAPE Standard 5; Element 5B

Step 3: Act

I. Planning for School Improvement and Promoting Equity

Based on your data collection and [equity gap analysis](#) in Step 1, develop potential strategies for equitable school improvement related to the [problem statement](#) you prepared in Step 2.

Solicit targeted feedback on your potential strategies from your administrator, supervisor, or educational leader(s) familiar with the school context. Feedback should include the appropriateness and feasibility of the strategies for educational improvement, educational partners needed, and resources/services you have identified.

❖ **Template: Part C: Written Narrative: Planning for School Improvement and Promoting Equity**

Directions: Respond to the following prompts on the Part C template provided.

1. For the student equity gap you identified in Step 1, describe the potential strategies you identified for equitable school improvement and how they are to be applied.
2. Explain how your potential strategies address the equity gap described in your problem statement.
3. Explain how your potential strategies for improvement address or take into account the potential contributing factors—including [institutional](#) and/or [structural](#) factors—and how they align with the school’s vision, mission, and/or goals.
4. Describe the targeted feedback you received on each proposed strategy from your administrator, supervisor, or other key educational leader(s), and explain how you would adjust your proposed strategies to address the needs of the [student group](#) and inform equitable school improvement based on that feedback.
5. Describe steps you would take to create school-level and community educational partner buy-in to the final adjusted set of proposed strategies. What potential implications for proposed strategies do you anticipate encountering as you address the equity gap at the school?

Evidence to Be Submitted

- ❖ **Part C: Written Narrative: Planning for School Improvement and Promoting Equity**
(up to 5 pages)

Step 3 Rubrics

Rubric 1.6 — Step 3: Act

Essential Question: How 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? How is the proposed strategy(ies) aligned to the school’s vision, mission, and/or goals?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not propose strategy(ies) for equitable school improvement informed by the findings.</p> <p>OR</p> <p>Proposed strategy(ies) are not aligned with the school’s vision, mission, and/or goals.</p>	<p>Candidate’s proposed strategy(ies) are minimally informed by the findings and provide only general reference to the equity gap analysis, contributing factors, and/or problem statement.</p> <p>Proposed strategy(ies) are partially aligned with the school’s vision, mission, and/or goals.</p>	<p>Candidate’s proposed strategy(ies) for equitable school improvement for the student group are well informed by the findings of the equity gap analysis and the contributing factors are responsive to the problem statement.</p> <p>Proposed strategy(ies) are clearly aligned with the school’s vision, mission, and/or goals.</p>	<p>All of Level 3, plus:</p> <p>Candidate provides relevant strategy(ies) that strategically focus on equitable student and school improvement and represent a contextually responsive approach to addressing the equity issue or educational need.</p> <hr/> <p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate provides research-based evidence of the relevance of the proposed strategy(ies) and their implementation for improving student achievement and/or well-being for the specific student group and school.</p>

Source of Evidence:

- **Part C:** Written Narrative: Planning for School Improvement and Promoting Equity (up to 5 pages)

<p>CAPE Standard 1; Element 1A</p> <p>CAPE Standard 3; Element 3C</p> <p>CAPE Standard 5; Element 5B</p>

Rubric 1.7 — Step 3: Act

Essential Question: How does the candidate apply the feedback received from administrators or educational leaders 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)?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not apply feedback from an administrator/supervisor/educational leader to adjust or strengthen their proposed strategy(ies).</p> <p>OR</p> <p>Candidate states their plan(s) to communicate the proposed strategy(ies) with little or no explanation of steps for buy-in from educational partner(s).</p> <p>OR</p> <p>Candidate does not identify anticipated implications for proposed strategy(ies).</p>	<p>Candidate vaguely describes feedback received from an administrator/supervisor/educational leader and makes irrelevant and/or inappropriate adjustments to proposed strategy(ies).</p> <p>Candidate vaguely describes their plan(s) to communicate the proposed strategy(ies) with educational partner(s); it is not clear that educational partner(s) will have the opportunity to develop buy-in.</p> <p>Candidate does not clearly describe anticipated, realistic implications that may be encountered at the school related to implementation of proposed strategy(ies).</p>	<p>Candidate clearly applies feedback received from an administrator/supervisor/educational leader to adjust or strengthen proposed strategy(ies).</p> <p>Candidate clearly provides relevant and appropriate next steps for creating buy-in and communicating with educational partner(s) to address the equity gap and learning need(s).</p> <p>Candidate clearly describes anticipated, realistic implications that may be encountered at the school related to the implementation of proposed strategy(ies).</p>	<p>All of Level 3, plus:</p> <p>Candidate seeks additional rounds of feedback from other administrators or educational partners on the revised strategy(ies) and develops a detailed strategic plan to communicate and share the plan with a diverse range of educational partners to ensure they are proposing a workable/feasible approach to addressing the equity gap and learning need.</p> <hr/> <p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate plans to coach educational partners to examine and address potential biases that could impact student learning and/or well-being due to identified equity gaps, including those specifically related to sources of education disadvantage or discrimination, and is transparent about the potential underlying contributing factors.</p>

Source of Evidence:

- **Part C:** Written Narrative: Planning for School Improvement and Promoting Equity (up to 5 pages)

<p>CAPE Standard 1; Elements 1B, 1C</p> <p>CAPE Standard 2; Element 2A</p> <p>CAPE Standard 3; Element 3C</p> <p>CAPE Standard 5; Elements 5B, 5C</p> <p>CAPE Standard 6; Elements 6A, 6B</p>
--

Step 4: Reflect

I. Reflective Narrative

❖ **Template/Upload: Part D: Reflective Narrative (written, verbal, or ASL response)**

Directions: Respond in writing or video record yourself responding to the following prompts. In your written, verbal, or ASL response, reflect on your learning and leadership development throughout Leadership Cycle 1.

Note: If you choose to submit a video recorded response, your recorded response may be up to 5 minutes. Respond naturally and authentically to explain your learning and leadership development.

In each response, refer to specific evidence from Steps 1, 2, and/or 3.

1. Provide your rationale for the administrator, supervisor, or educational leader feedback you chose to gather in Step 3 and how the feedback impacted your approach to building positive educational partner buy-in.
2. Reflect on what you have learned, including strengths and areas for growth as an [equity-driven leader](#). Then discuss and refer to evidence from Steps 1, 2, and/or 3 as to how you addressed equity needs and equity gaps for the identified group of students at your school.
3. Based on the analysis of your experiences in Cycle 1, identify specific professional learning goals for yourself and describe future steps for your professional growth.

Evidence to Be Submitted

- ❖ **Part D:** Reflective Narrative (up to 5 pages of written or up to 5 minutes of video explanation)

Step 4 Rubric

Rubric 1.8 — Step 4: Reflect

Essential Question: How did the leadership feedback shape the candidate’s equity-focused strategy, build educational partner buy-in, and support their growth in addressing equity needs and gaps for the identified student group? How does the candidate reflect on their current strengths and identify future areas for growth in equity leadership?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not discuss or only mentions their selected administrator/supervisor/educational leader and/or the importance of educational partner buy-in is not discussed in the reflection.</p> <p>OR</p> <p>Candidate does not reflect on their growth as an equity-driven leader and/or does not address the equity needs or equity gaps for the identified group of students at the selected school site.</p> <p>OR</p> <p>Candidate does not refer to evidence from Steps 1, 2, and/or 3.</p> <p>OR</p> <p>Candidate does not discuss strengths or areas for future professional growth.</p>	<p>Candidate provides limited insight into why they selected the administrator/supervisor/educational leader for feedback and how that feedback impacted their approach to build buy-in.</p> <p>Candidate vaguely reflects on their growth as an equity-driven leader and minimally discusses their ability to address the equity needs and/or equity gaps for the identified group of students at the selected school site, referring to evidence from Steps 1, 2, and/or 3.</p> <p>Candidate does not clearly explain their current strengths and/or vaguely mentions future areas for growth in equity leadership.</p>	<p>Candidate clearly explains their rationale for selecting the administrator/supervisor/educational leader to provide feedback on the selected strategy(ies) and how that feedback impacted their approach to build buy-in from school personnel.</p> <p>Candidate clearly reflects on their growth as an equity-driven leader and discusses their ability to address the equity needs and equity gaps for the identified group of students at the selected school site, referring to specific, relevant evidence from Steps 1, 2, and/or 3.</p> <p>Candidate clearly explains their current strengths and identifies future areas for growth in equity leadership.</p>	<p>All of Level 3, plus:</p> <p>Candidate’s reflection demonstrates how the school context—including social, economic, or cultural contexts—impacts their approach to providing equity-driven leadership.</p> <hr/> <p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate utilizes experiences from Steps 1, 2, and 3 in confronting equity issues and gaps to describe what leadership skills have been learned and how those skills may be used in the future.</p>

Source of Evidence:

- **Part D:** Reflective Narrative (up to 5 pages of written or up to 5 minutes of video explanation)

CAPE Standard 5; Elements 5A, 5B

CAPE Standard 6; Element 6A

Submitting Your Evidence

Preparing Your Evidence

You will submit your evidence using the Pearson ePortfolio system. To begin your work, refer to the Leadership Cycle 1 Submission Specifications on the following page for file requirements, and save the files locally (on your computer or external storage device) for future uploading.

When naming your files, you may find that by including in each filename the specific cycle number and part letter/title (see the submission specifications), you will be better able to manage and organize your files prior to uploading them to the system. Do not include any special characters (# : % * ; \$ @) in the filenames of videos you are uploading to the Pearson ePortfolio system. Doing so may cause the upload to fail.

Before submitting your evidence, you must agree to the [CalAPA Candidate Attestations](#), which include confirmation that you are the sole author of the submission, including written and video narratives, completed templates, video clips, and/or other evidence.

Templates

Templates that include the written narrative prompts are provided upon registration in the Pearson ePortfolio system for you to document your responses. To complete the templates, you must

1. log in to your account;
2. download the word-processing template files available;
3. fill out the templates electronically;
4. upload the electronic files or scanned images with any associated evidence to the Pearson ePortfolio system; and
5. review the electronic files you uploaded to ensure that they are the correct files and that they comply with submission requirements.

As you complete these templates, carefully follow the directions on the templates and in this guide. Do not delete or alter any original text (including headers, footers, titles, directions, margins, and prompts) from the templates to gain more space to write your responses. Both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum allowed will not be read or used to determine a rubric score by the assessor.

Remember: Do not use an actual school name, the names of other adults on campus, or the names of any students in the evidence you submit for this Leadership Cycle.

All personally identifiable information (e.g., last names) must be [redacted](#) on any evidence you submit.

What to Submit

The Leadership Cycle 1 Submission Specifications on the following page list each piece of evidence that must be submitted and provide format specifications and other important information.

Note that your evidence cannot contain hyperlinks to required uploads. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file type and response length requirements listed below.

Since you will not be able to access any of your files in the ePortfolio system after you submit your cycle, you are strongly encouraged to save all your submitted files to your local drive for your records.

English Translation

Translations or transcriptions are NOT required for the following:

- candidates using American Sign Language (ASL) in a meeting or coaching setting with participants who are Deaf or Hard of Hearing
- candidates using braille materials in a meeting or coaching setting with participants who are visually impaired

For all other candidates, any evidence in a language other than English must be accompanied by a translation.

Leadership Cycle 1 Submission Specifications

Step 1: Investigate

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Data Tables and Written Narrative: Data Collection and Equity Gap Analysis	.docx; .odt; .pdf	1	1	up to 5 pages of responses to prompts, exclusive of quantitative and qualitative data tables	<ul style="list-style-type: none"> • Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.

Step 2: Plan

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Written Narrative: Contributing Factors and Problem Statement	.docx; .odt; .pdf	1	1	up to 5 pages	<ul style="list-style-type: none"> • Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.

Step 3: Act

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part C: Written Narrative: Planning for School Improvement and Promoting Equity	.docx; .odt; .pdf	1	1	up to 5 pages	<ul style="list-style-type: none"> • Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.

(Continued)

Step 4: Reflect

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part D: Reflective Narrative (written or video explanation)	Written: .docx; .odt; .pdf Video: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	1	Written: up to 5 pages Video: up to 5 minutes	For written narrative: <ul style="list-style-type: none"> • Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.

CalAPA Glossary

This glossary contains terms used throughout the California Commission on Teacher Credentialing's Performance Assessments.

504 Plan

Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination against individuals with disabilities and protects students from being denied participation in school programs, services, or activities solely on the basis of disability. A 504 Plan is a written document detailing the accommodations that can assist students with learning and attention issues learn and participate in the general education curriculum. Section 504 defines disability on a broader basis than does IDEA. That is why students who are not eligible for an IEP may meet the criteria for a 504 Plan. Students who meet the definition of a person with a disability under Section 504 are those who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment. The 504 Plan should include a description of the disability, the major life activity limited, the basis for determining the disability and its educational impact, and necessary accommodations.

Academic language development

Refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—in other words, it is the language used in classroom lessons, books, tests, and assignments, and it is the language that students are expected to learn and achieve fluency in. Frequently contrasted with “conversational” or “social” language, academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. Even though students may be highly intelligent and capable, for example, they may still struggle in a school setting if they have not yet mastered certain terms and concepts, or learned how to express themselves and their ideas in expected ways.

Accommodation

Service or support related to a student's disability that allows the student to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the standard or expectation of the assignment or test.

Age and/or developmentally appropriate higher-order thinking skills (HOTS)

A concept popular in American education reform that distinguishes critical-thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include analysis, synthesis, evaluation, interpretation, and transfer. HOTS are based on various taxonomies of learning, such as that propagated by Benjamin Bloom in his *Taxonomy of Educational Objectives: The Classification of Educational Goals* (1956).

Analyze

Involves carefully and systematically looking for recurring themes, common misconceptions, and strengths and/or areas of growth across a collection of student work in order to gain insights into student understanding. Analysis goes beyond simply describing what happened; it delves into why it happened, what was learned/understood, and what the work reveals about student thinking.

Asset

An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Administrators, students, and teachers alike are valued for what they bring to the classroom or professional group rather than being characterized by what they may need to work on or lack, and therefore are considered assets. Student assets include diversity in **thinking** (e.g., critical, creative, inductive, deductive, holistic, detail focused), **culture** (e.g., ethnic, racial, gender-identity), **traits** (e.g., temperament, introversion/extroversion, social and emotional strengths, creativity, leadership/collaboration ability), and **intelligences** (e.g., musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic), **as well as unique experiences or skills** (e.g., travel, outside projects, relevant talents/skills).

California Administrative Performance Expectations (CAPE)

The CAPE are the expectations for knowledge, skills, and abilities that a new administrator should be able to demonstrate upon completion of a preliminary California-accredited administrator preparation program. The CAPE have six domains including development of a shared vision; instructional leadership; management and environment; family/guardian(s) and community engagement; ethics and integrity; and external context and policy. These are identical to the six domains of the California Professional Standards for Education Leaders (CPSEL) used to guide administrator induction programs, leading to a clear administrative services credential.

California Content Standards and/or Curriculum Frameworks⁵

These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area. For the purpose of this guide, this general term is also intended to include the California English Language Development Standards, the California Preschool Curriculum Frameworks, the California Preschool Learning Foundations, and the Expanded Core Curriculum for Students with Visual Impairments.

⁵ 2014 English Language Arts/English Language Development Framework: <https://www.cde.ca.gov/ci/rl/cf/>

California Content Standards: <https://www.cde.ca.gov/be/st/ss/>;

California English Language Development Standards (CA ELD Standards): <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>;

California Preschool Curriculum Frameworks: <https://www.cde.ca.gov/sp/cd/re/psframework.asp>;

California Preschool Learning Foundations: <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

Expanded Core Curriculum for Students with Visual Impairments: Hatlen, P. (1996). "Expanded Core Curriculum for Students with Visual Impairments." In *Guidelines for programs serving students with visual impairments* from <https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf>

California English Language Development Standards (CA ELD Standards)

The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content.⁶

California Preschool Curriculum Frameworks⁷

These frameworks enrich learning and development opportunities for all of California's preschool children. They include ideas for how to intentionally integrate learning into children's play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children's knowledge, skills, needs, and interests.

California Standards for the Teaching Profession (CSTP)

These delineate and define six interrelated domains of teaching practice: (1) Engaging and Supporting All Students in Learning; (2) Creating and Maintaining Effective Environments for Student Learning; (3) Understanding and Organizing Subject Matter for Student Learning; (4) Planning Instruction and Designing Learning Experiences for All Students; (5) Assessing Students for Learning; and (6) Developing as a Professional Educator.

California state indicators/measures⁸

The six state indicators/measures for schools as identified by the California Department of Education in the [California School Dashboard](#)⁹ (Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, Academic Performance,¹⁰ and College/Career Readiness).

Classroom context

Classroom context can be defined as characteristics or features of classrooms that do not include the teachers or their teaching. This includes the composition of the student body, classroom structures, resources, as well as school and district policies that teachers must follow.

Co-facilitation

Co-facilitation is when more than one person is involved in leading, planning, or designing a work project. Bringing their own unique life experiences, beliefs, knowledge, reactions, and feelings about themselves to the work, co-facilitators demonstrate a work relationship

⁶ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

⁷ <https://www.cde.ca.gov/sp/cd/re/psframework.asp>

⁸ The California Department of Education uses the terms "indicators" and "measures" to reference chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, and college/career readiness as both indicators and measures. Throughout this cycle, the term "indicator" will be used.

⁹ California's new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population (<https://www.cde.ca.gov/ta/ac/cm>).

¹⁰ Smarter Balanced Assessment Consortium (SBAC) data include grades 3–8 and 11; however, if longitudinal student academic performance data for other grades are available for your school, you may use those data.

characterized by mutual responsibility and respect, and communicate well in order to work together effectively. Team members serve as allies, resources, and supports for and to each other. Through collegial discussion, they model powerful relationships that celebrate differences and promote an atmosphere of cooperation.

Coaching (instructional)

Instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning.

Community of practice¹¹

Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Content-specific instructional strategies

For classroom teachers, instructional strategies that are effective for the content area as defined by the Teaching Performance Expectations (TPEs) and the State Board of Education framework and/or equivalent. For administrators, instructional coaching employs strategies effective for the classroom/volunteer teacher's content area as defined by the California Standards for the Teaching Profession (CSTP).

Content-specific pedagogy

Content-specific pedagogy is the specific methods or practices that are used to teach a certain subject. Its focus is on the best practices for that subject, which are most likely derived through research of the methods or practices.

Cycle of inquiry

Cycle of inquiry refers to the process educators use to investigate challenges, wonderings, or problems of practice. Within the context of the CalAPA, the cycle of inquiry includes the steps of investigate, plan, act, and reflect, with the understanding that reflections typically lead to new investigations.

Deficit thinking

Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.¹² According to Valencia (1997), "the deficit thinking paradigm posits that students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational

¹¹ Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.

¹² Constantine, M. G., & Sue, D. W. (2006). *Addressing racism: Facilitating cultural competence in mental health and educational settings*. New Jersey: Wiley & Sons.

limitations) or shortcomings socially linked to the youngster—such as familial deficits and dysfunctions.”¹³

Designated English Language Development

A protected time during the school day when teachers use the California English Language Development Standards (CA ELD Standards) as the focal standards in ways that build into and from content instruction.¹⁴

Disability

A child with a disability means a child evaluated in accordance with federal statute as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.¹⁵

Discrimination

Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit. Discrimination may occur, for example, on the basis of race, religion, gender, socioeconomic class, physical ability, or sexual orientation.

Document analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic.

Educational focus

Identifying an academic area of unmet educational needs within communities, especially those that help children and youth achieve success in school and prevent them from dropping out before high school graduation.

English language development (ELD) goals

Specific statements of intended student attainment of essential English language skill development. The English language development goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

¹³ Valencia, R. R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.

¹⁴ ELA/ELD Framework, 2014

¹⁵ Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (a) (1) <https://sites.ed.gov/idea/regs/b/a/300.8>

English language proficiency

The level of knowledge, skills, and ability that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. For California, these are delineated in the California English Language Development Standards (CA ELD Standards).

English Language Proficiency Assessments for California (ELPAC)

California and federal laws require that local educational agencies (LEAs) administer a state-adopted test for English Language Proficiency (ELP) to K–12 students whose primary language is a language other than English. The ELPAC is the state-adopted model for assessing this information and is aligned with the 2012 California English Language Development Standards. This test consists of two separate ELP assessments: one for the initial identification (date of first entry into California public school) of students as English learners (EL) and a second for the annual summative assessment to measure a student's progress with learning English in four domains: Reading, Writing, Speaking, and Listening. While the families/guardians can opt their EL student out of support classes, they cannot exempt them from the state and federally required testing.

English learner

A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey or district criteria and who, on the basis of the state-approved oral language assessment procedures, has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Equity-driven leadership

An equity-driven leader must have the ability to (1) conceptualize schools as complex organizations composed of a network of dynamic and interdependent thinking components, (2) pursue school change and improvement through systemic change and capacity building, and (3) create and articulate a shared vision of a school as a place where all students are fully engaged, inspired, and empowered, and their voices are heard.¹⁶

Equity gap analysis

The process of identifying discrepancies between resource allocations and outcomes for previously identified underserved students specified in school site/district improvement plans and actual performance in relation to those measures. Results of an equity gap analysis may show, for example, a lack of monitoring for effectiveness; that data are incomplete or insufficient, and require more qualitative data such as student shadowing; or identification of additional underserved student groups.

¹⁶ San Diego State University (2018). Five types of equity driven leadership thinking. In SDSU Handbook for Educational Leadership [Brochure]. San Diego, CA: Author.

Evidence-based practice

“Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA [Every Student Succeeds Act] has generally been produced through formal studies and research.”¹⁷ Examples of evidence-based practices include but are not limited to UDL practices and strategies; providing students with clear lesson goals; questioning to check for understanding; summarizing learning graphically; productive group collaboration; providing students with actionable feedback; teaching strategies, not just content; and teaching meta-cognition.

Facilitation

The act or process of helping to bring about a particular outcome.

Facilitative questioning

Facilitative questioning is used at a pre-observation meeting between a coach and a candidate. The coach helps prepare a teacher for an upcoming classroom observation through carefully crafted questions that are designed to elicit detailed insights into the teacher’s instructional goals, concerns, and areas for potential improvement. Used as a strategic tool, coaches are able to guide teachers in reflective discussions about their teaching practice, the learning objectives for the upcoming lesson, and any challenges they anticipate. Facilitative questions in this context help establish a shared understanding between the coach and teacher, fostering a supportive and tailored approach to the observation process.

Funds of knowledge

Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez “to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133).¹⁸ When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families/guardians of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classrooms in order to provide culturally responsive and meaningful lessons that tap students’ prior knowledge. Information that teachers learn about their students in this process is considered the students’ funds of knowledge.

¹⁷ <https://www.cde.ca.gov/re/es/evidence.asp>

¹⁸ Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, XXXI(2), 132–141.

González, N., Moll, L., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Kasarda, J., & Johnson, J. (2006). The economic impact of the Hispanic population on the state of North Carolina. Frank Hawkins Kenan Institute of Private Enterprise Report. Kenan-Flagler Business School, University of North Carolina at Chapel Hill.

Gifted and Talented Education (GATE)

Under this state program, local educational agencies (LEAs) develop unique education opportunities for high-achieving and underachieving students in the California public elementary and secondary schools. Each school district's governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education (SBE).

Inclusive learning environment

Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

Individualized Education Program (IEP)

This written document is developed and required for each public-school student who receives special education and related services. The IEP creates an opportunity for teachers, family/guardians, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for students with disabilities.

Individualized Family Service Plan (IFSP)

Available for children ages birth to three who qualify for early intervention, an IFSP is the result of a dynamic process that begins with the first contact with a child's family or legal guardian. Because it is based on a partnership between families/guardians and professionals, it is important that staff and families/guardians are flexible during the process to best meet the child's needs. The IFSP will change and grow during this process to reflect the needs of the family/guardian as well as those of the child. Although the legal timelines for the IFSP establish a linear outline for activities, circumstances that affect the child and the family/guardian may interrupt the process and alter the schedule.

Institutional factors

Commonly accepted and deeply ingrained norms, values, beliefs, systems, or practices operating across the broad domain of public educational organizations that, although not explicitly designed to do so, contribute to educational inequities between groups of students (e.g., racial, ethnic, gender, socioeconomic, religious, LGBTQ+, special needs, language learners). Such factors often represent insidious or unintentionally discriminatory practices taken for granted or based on longstanding and unchallenged traditions and customs.

Integrated English Language Development

All teachers with English learners in their classrooms use the CA English Language Development Standards in tandem with the CA Common Core State Standards (CCSS) for ELA/Literacy and other content standards.¹⁹

Local Control and Accountability Plan (LCAP)

A three-year plan that identifies goals and measures progress for student groups across multiple performance indicators that is required of all California school districts, County Offices of Education, and charter schools as an accountability measure under the Local Control Funding Formula (LCFF) system. LCAPs must be updated annually.

Modification

Services or support related to a student's disability in order to help a student access the subject matter and demonstrate knowledge, but in this case the services and supports *do* fundamentally alter the standard or expectation of the assignment or test.

Multi-Tiered System of Supports (MTSS)

California's Multi-Tiered System of Supports (CA MTSS) is a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students. The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment, thus closing the equity gaps for all students. By embracing the Whole Child approach to teaching and learning, grounded in Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT), and utilizing Implementation Science and Improvement Science for continuous improvement, the California MTSS framework lays the foundation for the statewide system of support. They have also moved from Tier 1, 2, 3 to a [Continuum of Supports](#): All Students—Universal Support, Some Students—Supplemental Support, and Few Students—Intensified Support.

Narrative analysis

Narrative analysis focuses on interpreting narratives from a group's personal stories to understand how the individuals experienced something. Candidates are asked to provide an analysis of the conversations in their videos explaining the motivation, skills, and tactics used in order to achieve an anticipated result.

Problem of practice

A problem of practice is an area that a school identifies that focuses on the instructional core, is directly observable, is actionable, and connects to a broader strategy of improvement where

¹⁹ ELA/ELD Framework, 2014

the way forward is unknown. It is intended to focus the attention of the school on an instructional challenge that the group cares about and believes that taking action would lead to meaningful improvements in the instructional core. Identifying a problem of practice is the first step in a continuous improvement cycle.

Problem statement

A clear, concise description of the issue(s) that need(s) to be addressed by a problem-solving team. It is used to center and focus the team at the beginning of the effort, to keep the team on track during the effort, and to validate that the effort delivered an outcome that solves the problem statement.²⁰

Qualitative data

Qualitative data represents non-numerical, descriptive information gathered to understand concepts, thoughts, or experiences, often focusing on the “why” and “how” behind human behavior. Collected through methods like interviews, focus groups, and observations, this data is subjective, rich in context, and commonly analyzed by identifying themes, patterns, or through coding (e.g., responses from interviews with students, faculty, or families/guardians; notes from observations; document analysis).

Quantitative data

Numerical data expressing a certain quantity, amount, or range. Usually, there are measurement units associated with the data (e.g., meters, degrees, score points). Arithmetic and statistical operations may be applied to quantitative data.

Redacted

Edited especially in order to obscure or remove sensitive/personally identifiable information (text) from a document.

SAMR Model

An acronym that stands for Substitution, Augmentation, Modification, and Redefinition.

Social-emotional development

Includes the student’s experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen et al., 2005). It encompasses both intrapersonal and interpersonal processes.

Social identity

The cultural identities of students²¹ are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000):

²⁰ <http://www.ceptara.com/blog/how-to-write-problem-statement>

²¹ Savage, S. (2005). The cultural identity of students: what teachers should know. Retrieved from https://www.redorbit.com/news/education/246708/the_cultural_identity_of_students_what_teachers_should_know/

ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through socializing agents (Campbell, 2004). Therefore, teachers must understand that these cultural identities define who the students are.

Structural factors

The explicit, intentional, or operational features of an organization (e.g., management systems, decision-making protocols, personnel practices, core technologies, student support systems, policies within a school or a district) that foster disparate opportunities or inequitable student access to competent, appropriate, and rigorous teaching and learning experiences. Structural factors also represent how professional roles, responsibilities, tasks, relationships, or resources are organized and managed in ways that support or impede equitable education for all students.

Student group

A distinct group within a group; a subdivision of a group (i.e., a group whose members usually share some common differential quality).

Timestamp

A timestamp is a sequence of characters or encoded information identifying when a certain event occurred, usually giving date and time of day, sometimes accurate to a small fraction of a second.

Universal Design for Learning (UDL)²²

A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Well-being

The state of being comfortable, healthy, or happy.

²² <https://udlguidelines.cast.org/>