



CalAPA
California Administrator
Performance Assessment

Performance Assessment Guide

Leadership Cycle 2: Facilitating Communities of Practice



Shutterstock

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 2, 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
 - Evidence Table 4
 - Essential Questions 6
- Step 1: Investigate** 7
 - I. Inquiry into Collaborative Professional Learning 7
 - II. Selecting an Area of Educational Focus Based on Data and Establishing a Community of Practice 8
 - Evidence to Be Submitted 10
 - Step 1 Rubrics 11
- Step 2: Plan** 13
 - I. Create an Agenda for a Planning Meeting and Record Meeting Minutes 13
 - II. Collaboratively Select a Problem of Practice Based on Student Data and Data from Your Professional Context 13
 - III. Identify a Strategy to Address the Problem of Practice 14
 - Evidence to Be Submitted 15
 - Step 2 Rubrics 16
- Step 3: Act** 18
 - I. Facilitate Community of Practice Implementation Meetings 18
 - II. Conduct, Video Record, and Provide Documentation of the Implementation Meetings 19
 - III. Select the Implementation Meeting Video Clips 20
 - IV. Provide Commentary 21
 - Evidence to Be Submitted 22
 - Step 3 Rubrics 23
- Step 4: Reflect** 25
 - I. Analysis of Facilitating a Community of Practice 25
 - II. Reflective Narrative 25
 - Evidence to Be Submitted 26
 - Step 4 Rubric 27
- Submitting Your Evidence** 28
 - Preparing Your Evidence 28
 - What to Submit 29
 - Leadership Cycle 2 Submission Specifications 30
- CalAPA Glossary** 33

Acknowledgments

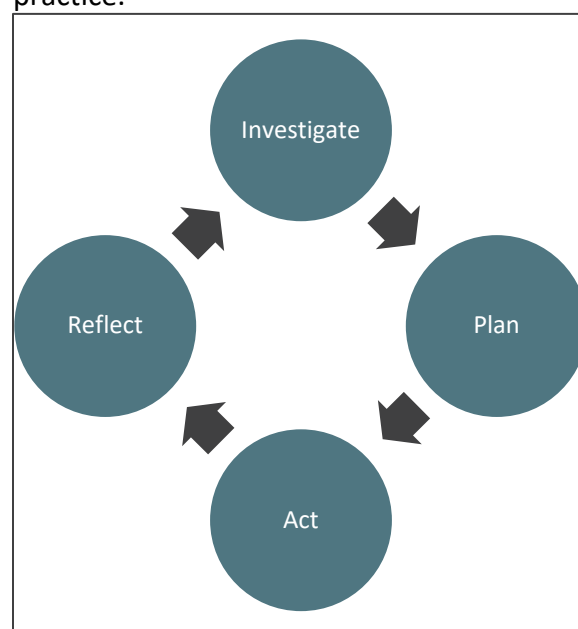
California has been an innovator in the development and use of teaching performance assessments since 2003. The California Administrator Performance Assessment (CalAPA) was developed at the direction of the Commission on Teacher Credentialing with the assistance of a 15-member design team; the Evaluation 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 promote a collaborative professional learning culture in schools. One major leadership skill that supports this culture is [facilitating](#) professional learning by building and supporting communities of practice. Related leadership skills include analyzing the progress of professional learning and reflecting on areas for improvement.

Leadership Cycle 2 focuses on facilitating collaborative professional learning within a [community of practice](#) for the purpose of improving teaching and student learning. Within the cycle of *investigate*, *plan*, *act*, and *reflect*, you will identify and work with a small group of educational partners in your site-based/educational setting to identify a [problem of practice](#). Additionally, the group will jointly determine one relevant, [evidence-based](#) strategy to address the problem of practice that will strengthen and increase equitable learning and/or [well-being](#) for all students. The group will implement the evidence-based strategy over several weeks. During this time, you will conduct and record meetings with the group and collaboratively lead the professional learning of the community of practice, based on your learning from the

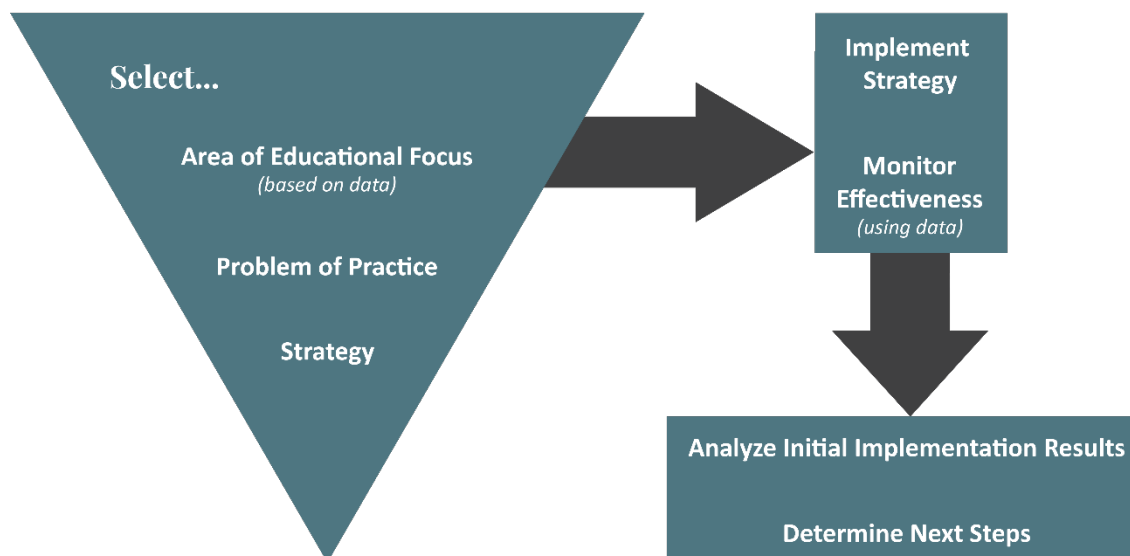
implementation of the strategy. Finally, you will reflect on how your facilitation supports the group to address the problem of practice, how you supported all members to share what they have learned about the evidence-based strategy that was implemented, and how you responded to the group's feedback on your capacity to equitably facilitate the community of practice.



[Equity gap](#) findings from Cycle 1 may inform the focus of your work in Cycle 2.

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).

The graphic illustrates the process you will follow with the group in Leadership Cycle 2.



Leadership Cycle 2 includes four specific steps to be completed in order: investigate, plan, act, and reflect.

- ❖ **Step 1: Investigate.** Inquire about and describe the current context, culture, and practices of collaborative professional learning and/or communities of practice at your school site/educational setting. Select a group of 3 to 5 educators or educational partners to work as a community of practice to address an area of educational focus related to a student learning need and/or well-being need using available student data and the vision, mission, and/or goals from your school site/educational setting.
- ❖ **Step 2: Plan.** Meet with your community of practice and use your facilitation skills to help the group collaboratively choose one problem of practice to improve student learning and/or well-being based on the identified area of educational focus. With the group, choose one relevant evidence-based strategy to implement to address the problem of practice. This meeting is for planning purposes only and should not be recorded.
- ❖ **Step 3: Act.** Once the problem of practice and evidence-based strategy are jointly identified and agreed to by the community of practice, facilitate a minimum of 3 additional implementation meetings to lead the group's collaborative professional learning as they implement the evidence-based strategy. Video record all 3 implementation meetings, select key video clips, and provide commentary to document where and how you facilitated the group to address the problem of practice.

- ❖ **Step 4: Reflect.** Referencing implementation results and community of practice member feedback, identify and consider your personal leadership skills, practices, and growth areas related to facilitating a community of practice and implementing an evidence-based strategy that you developed through this cycle. Reflect on how you engaged equitably with the group to address the problem of practice, with a focus on student learning and/or well-being, throughout this [cycle of inquiry](#).

A community of practice is a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 1: Investigate</p>	<ul style="list-style-type: none"> • Inquire about and describe the current professional learning context and investigate the role of collaborative professional learning and/or communities of practice at your school site/educational setting. • Based on available student data, identify an educational focus for collaborative professional learning that could positively impact student learning and/or well-being. • Based on the area of educational focus, select an appropriate group of 3 to 5 educators/educational partners from your school site/educational setting to serve as a new community of practice or invite an existing community of practice to engage in professional learning with you for this cycle. 	<ul style="list-style-type: none"> • Part A: Written Narrative: Context, Area of Educational Focus, Community of Practice (up to 5 pages)
<p>Step 2: Plan</p>	<p>Hold a planning meeting with the group (3 to 5 educators/educational partners):</p> <p>Please Note: This meeting does not need to be recorded/will not count toward the required 3 implementation meetings required in Step 3: Act.</p> <ul style="list-style-type: none"> • Before the planning meeting (Part B): <ul style="list-style-type: none"> ○ Create an agenda using the optional template provided or a locally provided document. • During the planning meeting (Part C): <ul style="list-style-type: none"> ○ Take notes/record minutes describing what was discussed and the next steps on the optional template provided or on a locally provided document. ○ Agree upon a problem of practice within or from the area of educational focus based on relevant data and the vision, mission, and/or goals of your school site/educational setting, and discuss the rationale for selecting this problem of practice. ○ Jointly select one relevant evidence-based strategy to address the agreed-upon problem of practice to support student learning and/or well-being. • After the planning meeting (Part D): <ul style="list-style-type: none"> ○ Complete Part D: Written Narrative: Identifying a Problem of Practice and a Strategy to Address It. 	<ul style="list-style-type: none"> • Part B: Planning Meeting Agenda (use optional template or locally provided format) • Part C: Planning Meeting Minutes (use optional template or locally provided format) • Part D: Written Narrative: Identifying a Problem of Practice and a Strategy to Address It (up to 4 pages)

(Continued)

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 3: Act</p>	<ul style="list-style-type: none"> • Over several weeks, facilitate and video record a minimum of 3 implementation meetings where you and the group will implement the evidence-based strategy to address the problem of practice (student learning and/or well-being). • Before each implementation meeting (Part E): <ul style="list-style-type: none"> ○ Create an agenda using either the template or a locally prepared document that outlines the topics to be discussed. • During each implementation meeting (Part F): <ul style="list-style-type: none"> ○ Take notes/record minutes of the group's discussion, jointly determined actions, and agreements. • Collect key collaborative work products used during the implementation of the named strategy (Part G). • After all implementation meetings: <ul style="list-style-type: none"> ○ Review your footage and select 3 video clips (Part H). ○ Provide commentary (what you are doing and why) for each video clip (Part I). 	<ul style="list-style-type: none"> • Part E: Agendas for Implementation Meetings (for at least 3 meetings) (use optional template or locally provided format) • Part F: Minutes for Implementation Meetings (for at least 3 meetings) (use optional template or locally provided format) • Part G: Key Collaborative Work Products (up to 10 pages) • Part H: 3 Video Clips from the Implementation Meetings (up to 5 minutes each) • Part I: Commentary for the 3 Video Clips from the Implementation Meetings (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)
<p>Step 4: Reflect</p>	<p>Referencing implementation results and community of practice member feedback, analyze your experience facilitating a community of practice and implementing an evidence-based strategy, including your personal leadership skills, practices, and growth areas. Reflect on your learning and equitable leadership development from throughout Cycle 2.</p>	<ul style="list-style-type: none"> • Part J: Reflective Narrative (written, up to 4 pages; OR up to 5 minutes of verbal or ASL 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 seven essential questions for the CalAPA rubrics contained in Leadership Cycle 2.

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

Step 1: Investigate

I. Inquiry into Collaborative Professional Learning

Investigate the role of current professional collaboration at your school site/educational setting as it relates to student learning and/or [well-being](#). Consult with teachers, staff, and school leaders to learn about collaborative professional learning activities, including communities of practice, that are currently underway. Consider how the practices of group professional collaboration and learning affect your school site/educational setting's learning environment; the experiences of teachers, staff, and students; and ongoing school, district, and California-initiated school improvement efforts.

❖ **Template: Part A: Written Narrative: Context, Area of Educational Focus, Community of Practice**

Directions: Respond to the following prompts in Section I of the Part A template provided to describe and [analyze](#) the role of current practices of collaborative professional learning in your professional context.

1. Describe and analyze the role of collaborative professional learning at your school site/educational setting as it relates to student learning and/or well-being.
 - a. Provide information about any formal training offered to professional educators (e.g., teachers, specialists, aides, support staff) at your school site/educational setting within the past three years related to collaborative professional learning, communities of practice, or group learning process.
 - b. Describe and analyze the ways in which professional educators (e.g., teachers, specialists, aides, support staff) at your school site/educational setting currently engage with one another in professional learning. Describe the impact and/or lack of impact of this professional learning in relation to student learning and/or well-being.
 - c. Describe and analyze the ways in which professional educators engage with one another in communities of practice. Describe the impact and/or lack of impact of the [community of practice](#) approach in relation to student learning and/or well-being.
 - d. Describe how collaborative professional learning reflects [evidence-based](#) adult learning processes and cite relevant research to support your analysis.

2. As a result of your investigation and given the educational setting as well as available data related to student learning and/or well-being, describe the most important issues you will need to consider in preparing to facilitate and support a community of practice to engage in collaborative professional learning.

II. Selecting an Area of Educational Focus Based on Data and Establishing a Community of Practice

With guidance from one or more school administrators and/or teacher leaders, choose an area of [educational focus](#), based on student data (e.g., demographics, academic performance, other relevant student information), related to learning and/or well-being for group collaborative professional learning that corresponds to the vision, mission, and/or goals of your school site/ educational setting.

The educational focus may be what you identified in Cycle 1 (as appropriate) or a focus that colleagues at your school site/educational setting have already identified as an area for study or improvement for student learning and/or well-being and that may already have an established group working to understand and improve conditions for students. You may choose to join this group and take on a leadership role instead of establishing a new group as you complete Cycle 2.

Select a group of 3 to 5 educators/educational partners, in addition to yourself, to form a new community of practice or join an existing community of practice to engage in professional learning related to the chosen area of educational focus. Verify permission from the group members to video record the implementation meetings you will conduct in Leadership Cycle 2. **You do not need to submit recordings from the planning meeting.**

This cycle requires at least 3 educators/educational partners,* in addition to the candidate, to be present and video recorded at each community of practice implementation meeting. To ensure that you always have 3 educators at a meeting, you may want to select 4 or 5 educators to be part of the community of practice to meet this requirement. At least 3 educators and the candidate must be seen and heard in each video submitted.

You must establish an actual community of practice composed of educators working in your context, and your meetings must not be staged or scripted. You must submit the agenda and minutes from your initial planning meeting and the agendas and minutes from at least three implementation meetings.

NOTE: Staging a meeting includes pre-determining which community of practice members will speak at any given moment or order, what the focus of their comments will be, and what reactions from other community of practice members will be. Scripting a meeting includes preparing a common document where each person's comments are written out for them prior to the meeting.

Follow all district policies regarding video recording of individuals.

You are responsible for verifying and, if necessary, obtaining appropriate permissions from all individuals who appear in the video clips submitted.

If a substitution occurs in your community of practice, please include this information in your submission.

*Educators/educational partners may include a range of adults in your professional context (e.g., administrators, teachers, coaches/mentors, support personnel, specialists, aides, family members/guardians).

❖ **Template: Part A: Written Narrative: Context, Area of Educational Focus, Community of Practice**

Respond to the following prompts in Section II of the Part A template provided.

1. Describe the agreed-upon area of educational focus for improving student learning and/or well-being (obtained with guidance from one or more school administrators and/or teacher leaders) selected for the group's professional learning. Be sure to include a discussion of the relevant data that supports the selection of this focus and the connection between the educational focus and the vision, mission, and/or goals in your school site/educational setting.
2. Provide a list of the job titles for each member of the community of practice group, detailing the specific reason(s) for each member's inclusion and referencing the area of educational focus.
3. Provide a description of each group member's demographics and how this reflects or is different from your school site/educational setting's demographics.
4. Provide a brief description of your relationship or positionality (e.g., coach, mentor, teacher colleague, administrator) to each member of the group.

5. Explain how the work of this group is likely to advance conditions for students' learning and/or well-being in relation to the area of educational focus.

Evidence to Be Submitted

- ❖ **Part A:** Written Narrative: Context, Area of Educational Focus, Community of Practice (up to 5 pages)

Step 1 Rubrics

Rubric 2.1 — Step 1: Investigate

Essential Question: How does the candidate describe and analyze the role of current practices of collaborative professional learning at their school site/educational setting and how do these practices relate to student learning and/or well-being?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not describe the role of current practices of collaborative professional learning at their school site/educational setting.</p> <p>OR</p> <p>Candidate does not analyze how these practices relate to student learning and/or well-being.</p>	<p>Candidate minimally describes the role of current practices of collaborative professional learning at their school site/educational setting.</p> <p>Candidate provides a vague analysis of how these practices relate to student learning and/or well-being.</p>	<p>Candidate provides a clear detailed description of the role of current practices of collaborative professional learning at their school site/educational setting.</p> <p>Candidate provides a clear analysis of how these practices relate to student learning and/or well-being.</p>	<p>All of Level 3, plus:</p> <p>Candidate explains the relationship between different forms of collaborative professional learning at their school site/educational setting and how these practices have impacted student learning and/or well-being, providing evidence from observations, documentation, surveys, student work, and/or staff consultations.</p>
			<p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate critiques collaborative professional learning at their school site/educational setting, referring to evidence-based adult learning processes and/or research that supports or refutes the practices and outlines implications for facilitating a community of practice at their school site/educational setting.</p>

Source of Evidence:

- **Part A:** Written Narrative: Context, Area of Educational Focus, Community of Practice (up to 5 pages)

CAPE Standard 2; Elements 2A, 2B, 2C, 2D

Rubric 2.2 — Step 1: Investigate

Essential Question: How does the candidate select an area of educational focus based on student data that corresponds to the vision, mission, and/or goals of their school site/educational setting? How does the candidate choose a group of educators/educational partners to participate in a community of practice in relation to the selected area of educational focus?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not select or selects an area of educational focus that is not based on student data or the vision, mission, and/or goals of the candidate’s school site/educational setting.</p> <p>OR</p> <p>Candidate provides little detail about demographic characteristics and/or does not provide reasons for member inclusion in the community of practice.</p>	<p>Candidate selects and minimally describes an area of educational focus loosely based on student data and/or the vision, mission, and/or goals of the candidate’s school site/educational setting.</p> <p>Candidate lists group members and provides unclear or irrelevant details of their demographics and characteristics; rationale for member inclusion in the community of practice is not clear.</p>	<p>Candidate selects an area of educational focus, clearly referring to data on student learning and/or well-being, and explains the connection to the vision, mission, and/or goals of the candidate’s school site/educational setting.</p> <p>Candidate clearly describes community of practice group members by demographic characteristics, current job titles, assignments, and positional relationships and provides clear reasons for each member’s inclusion in the group in relation to the selected area of educational focus.</p>	<p>All of Level 3, plus:</p> <p>Candidate articulates how the work of the group is likely to advance conditions for student learning and/or well-being.</p> <hr/> <p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate provides a rationale for including the specific members in their community of practice to ensure diverse viewpoints are represented and respected, leading to supports for all students to learn and to experience a positive sense of well-being.</p>

Source of Evidence:

- **Part A:** Written Narrative: Context, Area of Educational Focus, Community of Practice (up to 5 pages)

CAPE Standard 1; Element 1C

CAPE Standard 2; Element 2C

Step 2: Plan

I. Create an Agenda for a Planning Meeting and Record Meeting Minutes

- ❖ **Template/Upload: Part B: Planning Meeting Agenda (use optional template or locally provided format)**
- ❖ **Template/Upload: Part C: Planning Meeting Minutes (use optional template or locally provided format)**

Directions: Create an agenda for the planning meeting using either the sample template provided or one you prepare with the support of your program. [Facilitate](#) meetings with group members' active involvement to review and [analyze](#) data—including student demographics, learning, academic performance, and/or [well-being](#)—and other relevant student information related to the selected area of [educational focus](#). Record minutes during the planning meeting, describing what was discussed, agreements reached, and the next steps the group will take.

Remember: You are not required to video record your planning meeting.

II. Collaboratively Select a Problem of Practice Based on Student Data and Data from Your Professional Context

Working collaboratively with the group, use relevant data to determine a [problem of practice](#) related to student learning and/or well-being that (a) corresponds to the vision, mission, and/or goals of your school site/professional context; (b) reflects [California state standards and/or curriculum frameworks](#) or equivalent, or other applicable standards; and (c) addresses existing [student group](#) performance differences.

- ❖ **Template: Part D: Written Narrative: Identifying a Problem of Practice and a Strategy to Address It**

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

1. Describe how you:
 - a. worked collaboratively with the group to analyze student data sets on the educational focus;
 - b. selected a problem of practice based on the area of educational focus; and
 - c. addressed how practitioners could potentially improve student learning and/or well-being by improving the current practices at your school site/educational setting.
2. Explain how you worked collaboratively with the group to review your collected data on student demographics, student learning and academic performance or well-being, and other relevant data differentiated by student groups.

3. Describe the ways you facilitated the meeting to acknowledge how the problem of practice might be addressed with a change in current practices in your professional context.
4. How does the identified problem of practice:
 - a. correspond to the vision, mission, and/or goals of your school site/educational setting;
 - b. reflect California state standards and/or curriculum frameworks or equivalent, or other applicable standards; and
 - c. address existing differences in student group performance or well-being?

III. Identify a Strategy to Address the Problem of Practice

Facilitate the planning meeting and collaboratively select one relevant [evidence-based](#) strategy to address the problem of practice. Be sure that you have selected a **strategy and not a program** to implement at your school site/educational setting. The strategy selected by the group will be the focus for its professional learning. Examples include but are not limited to the following:

- an **instructional strategy** (e.g., performance-based learning or literacy instruction embedded within a subject-matter curriculum) to yield increased student engagement, including effective differentiated instruction or support for [English learners](#), students with identified learning needs ([Individualized Education Program \[IEP\]](#), [504 plans](#), [Gifted and Talented Education \[GATE\]](#)), or students who have experienced trauma in or outside of school to yield increased proficiency in grade-level standards
- an **assessment strategy** (e.g., formative or summative assessment aligned to the California state standards and/or curriculum frameworks or equivalent) to yield increased academic performance
- a **behavioral practice or strategy** related to student well-being (e.g., practices or programs to address cyberbullying) to create a safe and [inclusive learning environment](#)

❖ **Template: Part D: Written Narrative: Identifying a Problem of Practice and a Strategy to Address It**

Directions: Respond to the following prompts in Section II of the Part D template provided to explain the selected strategy to address the problem of practice (student learning and/or well-being) selected by the group.

1. Explain the collaborative process used during the planning meeting in selecting one relevant evidence-based strategy that addresses the problem of practice, potentially leading to improved student learning and/or well-being across student groups. Be sure to include how you facilitated the group to help make their selection.

2. Describe the group's rationale for selecting this evidence-based strategy. How will the group learn this strategy and how to implement it? What challenges do you anticipate the group might encounter and how could they be addressed?
3. What improvements for student learning and/or well-being related to the problem of practice do the group expect the selected evidence-based strategy will yield?
4. How will you facilitate the group in determining a monitoring process to understand the impact of the evidence-based strategy? Describe how you and the group plan to monitor and analyze initial implementation.

Evidence to Be Submitted

- ❖ **Part B:** Planning Meeting Agenda (use optional template or locally provided format)
- ❖ **Part C:** Planning Meeting Minutes (use optional template or locally provided format)
- ❖ **Part D:** Written Narrative: Identifying a Problem of Practice and a Strategy to Address It (up to 4 pages)

Step 2 Rubrics

Rubric 2.3 — Step 2: Plan

Essential Question: Using the agreed-upon area of educational focus as a starting point, how does the candidate work collaboratively with the group to review data sets and select a problem of practice related to student learning and/or well-being? How does the candidate work with the group members to acknowledge that the problem of practice might be addressed with a change in current instructional practice at their school site/educational setting?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not involve the group in analyzing data sets to select a problem of practice related to student learning and/or well-being.</p> <p>OR</p> <p>Candidate provides no evidence that they worked collaboratively with the group to select the problem of practice.</p>	<p>Candidate minimally involves the group in the analysis of data sets and/or the selection of the problem of practice related to student learning and/or well-being.</p> <p>Candidate minimally involves the group in the selection of the problem of practice and/or minimally describes how the problem of practice might be mitigated by a change of current practices at their school site/educational setting.</p>	<p>Candidate clearly explains how they worked collaboratively with the group to analyze student data sets on the selected educational focus and select a problem of practice related to student learning and/or well-being.</p> <p>Candidate clearly describes how they worked collaboratively with group members to acknowledge that the problem of practice might be mitigated by a change of current practices at their school site/educational setting.</p>	<p>All of Level 3, plus:</p> <p>Candidate differentiates the academic performance for more than one student group and/or issue of well-being, providing supporting student data/evidence and explains how they facilitated the group to collaboratively address these differences in defining the problem of practice.</p> <hr/> <p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate explains in detail both how they facilitated the collaborative process with the group members to analyze student data/evidence and why specific facilitation skills were used.</p>

Sources of Evidence:

- **Part B:** Planning Meeting Agenda (use optional template or locally provided format)
- **Part C:** Planning Meeting Minutes (use optional template or locally provided format)
- **Part D:** Written Narrative: Identifying a Problem of Practice and a Strategy to Address It (up to 4 pages)

CAPE Standard 1; Element 1C

CAPE Standard 2; Elements 2A, 2D

CAPE Standard 5; Elements 5B, 5C

Rubric 2.4 — Step 2: Plan

Essential Question: How does the candidate explain the collaborative process used during the planning meeting to select one relevant evidence-based strategy to address the selected problem of practice? How does the candidate describe the potential impact of the strategy on student learning and/or well-being?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not explain the collaborative process used during the planning meeting to select one relevant evidence-based strategy that addresses the problem of practice.</p> <p>Candidate does not describe the potential impact of the strategy on student learning and/or well-being.</p>	<p>Candidate vaguely explains the collaborative process used during the planning meeting to select one relevant evidence-based strategy that addresses the problem of practice.</p> <p>Candidate minimally discusses the potential impact of the strategy on student learning and/or well-being.</p>	<p>Candidate clearly explains the collaborative process used during the planning meeting to select one relevant evidence-based strategy that addresses the problem of practice.</p> <p>Candidate clearly describes the potential impact of the strategy on student learning and/or well-being.</p>	<p>All of Level 3, plus:</p> <p>Candidate describes in detail how the collaboratively determined evidence-based strategy will have a positive impact on student learning and/or well-being across specific student groups.</p>
			<p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate thoroughly explains potential implementation implications and/or challenges across multiple student groups and suggests feasible next steps for each group, as appropriate.</p>

Sources of Evidence:

- **Part B:** Planning Meeting Agenda (use optional template or locally provided format)
- **Part C:** Planning Meeting Minutes (use optional template or locally provided format)
- **Part D:** Written Narrative: Identifying a Problem of Practice and a Strategy to Address It (up to 4 pages)

CAPE Standard 2; Elements 2A, 2C

CAPE Standard 3; Element 3C

CAPE Standard 5; Element 5B

Step 3: Act

I. Facilitate Community of Practice Implementation Meetings

In the weeks that the group will be implementing the [evidence-based](#) strategy, conduct a minimum of 3 implementation meetings. The duration of your meeting should allow for sufficient time to cover the agenda items outlined below.

The following topics are the required agenda items for the 3 implementation meetings:

1. Date, Time, and Duration of the Meeting
2. Record of Individuals Who Participated and Their Job Titles
3. Setting the Purpose of the Meeting: Implementation of the Named Strategy
4. Early Returns/New Data Based on the Implementation of the Named Strategy
 - a. What is going well?
 - b. What needs adjustment?
 - c. Reflections
5. Summary of Meeting and Next Steps for the Group

In your role as the **facilitator and equitable leader**, you will:

- participate in regular, agreed-upon implementation meetings with the group to prepare, implement, and review the evidence-based strategy within cycles of inquiry and action;
- monitor the approach to professional collaboration as the group meets and acts, and adjust your role as an equitable leader;
- assist group members to learn about the collaboratively selected strategy to address the [problem of practice](#) and be able to implement it;
- support the group, both individually and collectively, in their implementation and progress monitoring of the strategy between implementation meetings, resulting in improvements in student learning and/or [well-being](#);
- recognize any challenges encountered by the group as you jointly prepare, implement, and review the evidence-based strategy and engage in problem-solving challenges;
- facilitate implementation meetings to ensure all members are engaged and to provide opportunities for equitable participation in the learning community;
- following implementation, collaborate with the group to monitor initial results of the strategy implementation and early impact on student learning and/or well-being;
- with the group, [analyze](#) the initial results of the evidence-based strategy implemented and jointly determine next steps.

The collaboratively selected evidence-based strategy must be implemented and initial results monitored within the time period when the 3 meetings are conducted.

II. Conduct, Video Record, and Provide Documentation of the Implementation Meetings

- ❖ **Template/Upload: Part E: Agendas for Implementation Meetings (for at least 3 meetings) (use optional template or locally provided format)**
- ❖ **Template/Upload: Part F: Minutes for Implementation Meetings (for at least 3 meetings) (use optional template or locally provided format)**

Directions: Conduct and video record all implementation meetings to provide supporting evidence of your equitable leadership and collaborative [facilitation](#) skills and practices.

Document the group's learning progress by maintaining detailed agendas and minutes that you will submit for each implementation meeting. You may use either the agenda and minutes templates provided or locally provided documents for this purpose. Within the minutes, document/take notes summarizing the discussion held during the meetings and the range of agreed-upon support you provide to the group and/or to individual members.

Based on your implementation meeting discussion and analysis of findings, track progress, early impact, and/or initial results of the implementation of the strategy (e.g., Is the strategy making a difference in what or how students are learning and/or experiencing at school?). Remember to document agreed-upon next steps in the minutes that the group will take between implementation meetings.

You are required to submit 3 implementation meeting agendas and their corresponding meeting minutes. Incomplete submissions missing any required documents will not be scored.

❖ **Upload: Part G: Key Collaborative Work Products**

Directions: Collect and submit key collaborative work products (up to 10 pages) used during the implementation meetings (e.g., lesson plans, student work products, instructional materials, assessment tools, data or evidence collected).

You must establish an actual [community of practice](#) composed of educational partners* working at your school site/educational setting, and your meetings must not be staged or scripted.

NOTE: Staging a meeting includes pre-determining which community of practice members will speak at any given moment or order, what the focus of their comments will be, and what reactions from other community of practice members will be. Scripting a meeting includes preparing a common document where each person's comments are written out for them prior to the meeting.

*Educational partners may include a range of adults at your school site/educational setting (e.g., administrators, teachers, coaches/mentors, support personnel, specialists, aides, family members/guardians).

Permission for Video Recording

Verify permission from the individuals who will appear in the video recordings.

Follow all district policies regarding video recording of individuals. Videos may not be posted on any public forum (e.g., YouTube).

If a substitution occurs in your community of practice, please include this information in your submission.

III. Select the Implementation Meeting Video Clips

❖ Upload: Part H: 3 Video Clips from the Implementation Meetings

Directions: From the videos of the implementation meetings where you and the individuals participating are seen and heard, select and submit **3 video clips**, each up to 5 minutes (assessors will only watch and score the first 5 minutes of each video clip submitted), that include the following:

- **Video Clip 1: Setting the Purpose and Data Review (up to 5 minutes)**
 - Select/create a video clip that demonstrates how you set the purpose for the meeting and how you facilitate the community of practice in analyzing the data from the implementation of the selected evidence-based strategy.
- **Video Clip 2: Professional Collaboration (up to 5 minutes)**
 - Select/create a video clip that demonstrates your facilitation of the community of practice and document their agreements, their decisions, and how they arrive at a consensual understanding of the initial implementation results. Also include how you facilitate the community of practice to (a) respect diverse viewpoints, (b) respond to individual and collective feedback, (c) maintain the group's focus and energy, and (d) monitor progress toward goals of the meetings.

- **Video Clip 3: Results and Next Steps (up to 5 minutes)**
 - Select/create a video clip that demonstrates how you facilitate the community of practice in reporting and discussing the results of their implementation of the evidenced-based strategy and jointly plan for next steps/between meetings.

Video Clip Length

Assessors will review only the first 5 minutes of video for each clip. If the total time for each video exceeds 5 minutes, assessors will stop viewing, and any remaining video will not be considered. If necessary, you may edit your video clip to ensure that the required components are viewable within the 5-minute clip.

If necessary, you may edit video clips to ensure all required elements are documented within the 5 minutes for each video clip. Edits should be kept to a minimum and only be used to allow the candidate to demonstrate rubric constructs.

IV. Provide Commentary

❖ Template/Upload: Part I: Commentary for the 3 Video Clips from the Implementation Meetings (written, verbal, or ASL commentary)

Directions: Answer in writing or video record yourself answering the following prompts as they relate across your 3 video clips.

In your written, verbal, or ASL commentary, describe what is happening and provide a rationale for what you are doing and why. Be sure to include the clip number and timestamp, along with a description of the impact. Commentary must align to what is provided in the video clips of your implementation meetings. Any commentary that does not align will not be considered as evidence.

Note: If you choose to submit a video recorded response, your recorded video response may be up to 10 minutes. Respond naturally and authentically, explaining your facilitation choices and how they supported the group.

Address the prompts that relate to your videos. Each prompt must be addressed at least once across your three videos.

- Describe how you set the purpose for the meetings/reviewed the problem of practice with the group.
- Describe how you and the community of practice evaluated data from the implementation of the selected evidence-based strategy.
- Describe any agreements or decisions made by the group and how you facilitated the community of practice to arrive at a consensual understanding of any initial implementation results.

- Describe how you
 - valued and respected diverse viewpoints,
 - responded to individual and collective feedback,
 - maintained the group’s focus and energy, and
 - monitored progress toward the goals of the meetings.
- Describe how you collaborated with the group to determine any next steps for implementation of the selected evidence-based strategy.

Evidence to Be Submitted

- ❖ **Part E:** Agendas for Implementation Meetings (for at least 3 meetings) (use optional template or locally provided format)
- ❖ **Part F:** Minutes for Implementation Meetings (for at least 3 meetings) (use optional template or locally provided format)
- ❖ **Part G:** Key Collaborative Work Products (up to 10 pages)
- ❖ **Part H:** 3 Video Clips from the Implementation Meetings (up to 5 minutes each)
- ❖ **Part I:** Commentary for the 3 Video Clips from the Implementation Meetings (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

Step 3 Rubrics

Rubric 2.5 — Step 3: Act

Essential Question: How does the candidate demonstrate and analyze a variety of their facilitation skills of group learning—including documenting group decisions, supporting diverse viewpoints, and/or maintaining group focus and energy—while facilitating a collaborative process of group consensus, feedback, and progress during the implementation meetings?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not demonstrate facilitation skills during the implementation meetings.</p> <p>OR</p> <p>Candidate’s commentary does not provide an analysis of their facilitation of group learning or is a summary of what was observable in the video.</p>	<p>Candidate demonstrates minimal facilitation skills that are vaguely supportive of group learning during the implementation meetings while facilitating a collaborative process of group consensus documenting group decisions, respecting diverse viewpoints, and/or maintaining group focus and energy.</p> <p>Candidate’s commentary does not clearly provide an analysis (what they did and why) of their facilitation of group learning.</p>	<p>Candidate clearly demonstrates facilitation skills that support group learning during the implementation meetings while facilitating a collaborative process of group consensus, including documenting group decisions, respecting diverse viewpoints, and maintaining group focus and energy.</p> <p>Candidate’s commentary provides a clear analysis (what they did and why) of their facilitation of group learning.</p>	<p>All of Level 3, plus:</p> <p>Candidate purposefully seeks diverse viewpoints and clearly encourages all members of the community to speak and share ideas during meetings.</p> <hr/> <p>Level 5</p> <p>All of Levels 3 & 4, plus:</p> <p>Candidate uses their commentary to critique their facilitation skills used during the implementation meetings based on group learning processes and/or research that supports facilitation practices.</p>

Sources of Evidence:

- **Part E:** Agendas for Implementation Meetings (for at least 3 meetings) (use optional template or locally provided format)
- **Part F:** Minutes for Implementation Meetings (for at least 3 meetings) (use optional template or locally provided format)
- **Part G:** Key Collaborative Work Products (up to 10 pages)
- **Part H:** 3 Video Clips from the Implementation Meetings (up to 5 minutes each)
- **Part I:** Commentary for the 3 Video Clips from the Implementation Meetings (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

CAPE Standard 2; Element 2C

CAPE Standard 3; Element 3C

CAPE Standard 5; Element 5B

Rubric 2.6 — Step 3: Act

Essential Question: How does the candidate facilitate a discussion that leads to a consensual understanding of initial implementation results? How does the candidate collaboratively lead the group in jointly determining next steps?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not facilitate a discussion about implementation results.</p> <p>OR</p> <p>Next steps are not determined.</p> <p>OR</p> <p>Candidate’s commentary does not provide an analysis of their facilitation of group discussion or is a summary of what was observable in the video.</p>	<p>Candidate facilitates a discussion that does not clearly lead to a consensual understanding of initial implementation results.</p> <p>It is not clear that the candidate works collaboratively with the group to jointly determine the next steps.</p> <p>Candidate’s commentary provides a vague analysis of their facilitation of group discussions.</p>	<p>Candidate facilitates a discussion that clearly leads to a consensual understanding of initial implementation results.</p> <p>Candidate clearly works collaboratively with the group to jointly determine next steps.</p> <p>Candidate’s commentary provides a clear analysis of their facilitation of the group discussions.</p>	<p>All of Level 3, plus:</p> <p>Candidate consistently addresses initial results and next steps to inform the collaborative implementation process with group members both within and between meetings.</p> <hr/> <p>All of Levels 3 & 4, plus:</p> <p>Candidate collaborates with the group to adjust the implementation strategy as needed in response to its challenges or successes.</p>
			<p>Level 5</p>

Sources of Evidence:

- **Part E:** Agendas for Implementation Meetings (for at least 3 meetings) (use optional template or locally provided format)
- **Part F:** Minutes for Implementation Meetings (for at least 3 meetings) (use optional template or locally provided format)
- **Part G:** Key Collaborative Work Products (up to 10 pages)
- **Part H:** 3 Video Clips from the Implementation Meetings (up to 5 minutes each)
- **Part I:** Commentary for the 3 Video Clips from the Implementation Meetings (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

CAPE Standard 1; Element 1B

CAPE Standard 2; Elements 2A, 2C

Step 4: Reflect

I. Analysis of Facilitating a Community of Practice

[Analyze](#) what you learned from developing or joining an existing [community of practice](#) and serving as a leader to [facilitate](#) professional learning and the implementation of an [evidence-based](#) strategy. Ask group members to provide feedback on and evaluate (a) the collaborative learning process, (b) the quality of the professional guidance and support they received from you and each other, and (c) what they believe changed in their knowledge and practice as a result of the learning that occurred.

Referencing implementation results and community of practice member feedback, identify successes and challenges in facilitating learning with the group. Draw from evidence-based professional practices related to equitable leadership development, adult learning, and the role of interpersonal skills in group facilitation.

II. Reflective Narrative

❖ **Template/Upload: Part J: 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 2.

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

When responding to the prompts, consider your leadership capacity to facilitate collaborative professional learning and implementation of an evidence-based strategy.

1. Refer to specific evidence (including agendas, minutes, group work products, implementation data, videos, and/or participant feedback) to analyze how your leadership actions influenced the community of practice's progress toward its goal. Reflect on initial implementation results and feedback from the group to evaluate your strengths and areas for growth as a facilitator. Make explicit connections between the evidence, your leadership skills, equitable facilitation practices, and your next steps for professional growth.
2. Refer to specific evidence (including the agendas and minutes, group work products and initial implementation results, videos and commentary, and/or group feedback on the process) of how effectively you maintained a high standard of professionalism, integrity, and equity (e.g., respect for diverse viewpoints) as you worked with members of the community of practice.

3. What aspects of school culture and context influenced the facilitation of a community of practice at your school site/educational setting? What actions did you take to respond to these contextually based challenges or supports?
4. Based on the analysis of your experiences in Cycle 2, identify specific professional learning goals and describe your next steps for growth.

Evidence to Be Submitted

- ❖ **Part J:** Reflective Narrative (written, up to 4 pages; **OR** up to 5 minutes of verbal or ASL explanation)

Step 4 Rubric

Rubric 2.7 — Step 4: Reflect

Essential Question: How does the candidate reflect upon initial implementation results and feedback from the group to analyze their leadership skills and practices to make specific connections to their strengths and areas for growth, and identify next steps, referring to specific evidence from any of the four steps? How does the candidate demonstrate a variety of leadership skills used to equitably facilitate a community of practice?

Level 1	Level 2	Level 3	Level 4
<p>Candidate provides no connection to initial implementation results and/or feedback from the group to make specific connections to their strengths or areas for growth, or next steps related to leadership practices.</p> <p>OR</p> <p>Candidate does not include specific evidence from any of the cycle’s four steps to support their reflections and inform their analysis.</p> <p>OR</p> <p>Candidate does not describe their leadership practice using an equitable leadership approach to facilitate a community of practice.</p>	<p>Candidate vaguely or inaccurately reflects upon initial implementation results and/or feedback from the group to make connections to their strengths, areas for growth, and/or next steps.</p> <p>Candidate vaguely refers to evidence from any of the cycle’s four steps to support their reflections and/or inform their analysis.</p> <p>Candidate vaguely demonstrates their capacity to facilitate a community of practice. It is not clear that the candidate has an equitable approach to leadership practice.</p>	<p>Candidate clearly reflects upon initial implementation results and feedback from the group to analyze their leadership skills, making specific connections to their strengths, areas for growth, and next steps.</p> <p>Candidate clearly refers to specific, appropriate evidence from any of the four steps to support their reflections and inform their analysis.</p> <p>Candidate clearly demonstrates how their leadership practice equitably facilitated a community of practice.</p>	<p>All of Level 3, plus:</p> <p>Candidate provides a deep analysis that illustrates how they maintained professionalism and integrity as well as employed an equitable leadership approach consistently throughout the community of practice inquiry process.</p> <hr/> <p>All of Levels 3 & 4, plus:</p> <p>Candidate consults evidence-based practices and/or research related to equitable leadership development, adult learning, and/or group facilitation, then uses the information to analyze their own leadership practices and set professional goals during this cycle.</p>

Source of Evidence:

- **Part J:** Reflective Narrative (written, up to 4 pages; **OR** up to 5 minutes of verbal or ASL explanation)

CAPE Standard 2; Element 2C

CAPE Standard 5; Elements 5A, 5B

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 2 Submission Specifications on the following pages 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 2 Submission Specifications on the following pages 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 blind, visually impaired, or deafblind

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

Leadership Cycle 2 Submission Specifications

Step 1: Investigate

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Written Narrative: Context, Area of Educational Focus, Community of Practice	.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 2: Plan

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Planning Meeting Agenda	.docx; .odt; .pdf	1	1	N/A	<ul style="list-style-type: none"> Use optional template or locally provided format. If using template: <ul style="list-style-type: none"> Download template. Use Arial 11-point type. Single space with 1-inch margins on all sides.
Part C: Planning Meeting Minutes	.docx; .odt; .pdf	1	1	N/A	<ul style="list-style-type: none"> Use optional template or locally provided format. If using template: <ul style="list-style-type: none"> Download template. Use Arial 11-point type. Single space with 1-inch margins on all sides.
Part D: Written Narrative: Identifying a Problem of Practice and a Strategy to Address It	.docx; .odt; .pdf	1	1	up to 4 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

Labeling Part H Evidence

When you upload your Part H video clips for submission, you will be required to select a label from a dropdown menu for each file as follows:

- Clip 1-Setting the Purpose and Data Review
- Clip 2-Professional Collaboration
- Clip 3-Results and Next Steps

Be sure that you appropriately label each video clip during the upload process.

Timestamps

When using [timestamps](#) in your commentary, do not indicate timestamps that are the entire duration of the video clip. The purpose of the timestamps is to provide you with the opportunity to demonstrate to the assessor when and where you provide supporting evidence of your equitable leadership and collaborative facilitation skills and practices. The lengths of timestamps should highlight the specific moments in the clip where the evidence appears.

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part E: Agendas for Implementation Meetings	.docx; .odt; .pdf	1	1	N/A	<ul style="list-style-type: none"> • In one file, submit agendas for each implementation meeting (at least 3 meetings). • Use optional template or locally provided format. • If using template: <ul style="list-style-type: none"> • Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.
Part F: Minutes for Implementation Meetings	.docx; .odt; .pdf	1	1	N/A	<ul style="list-style-type: none"> • In one file, submit minutes for each implementation meeting (at least 3 meetings). • Use optional template or locally provided format. • If using template: <ul style="list-style-type: none"> • Download template. • Use Arial 11-point type. • Single space with 1-inch margins on all sides.

(Continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part G: Key Collaborative Work Products	.docx; .odt; .pdf	1	1	up to 10 pages	In one file, submit key collaborative work products (e.g., lesson plans, instructional materials, assessment tools).
Part H: 3 Video Clips from the Implementation Meetings	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	3	3	up to 5 minutes each	<ul style="list-style-type: none"> • Before recording, verify permission from adults who appear in each video. • Be sure the individuals who are actively participating are seen and heard in the video recording. • Ensure that the video recording is of sufficient visual and sound quality to serve as evidence.
Part I: Commentary for the 3 Video Clips from the Implementation Meetings (written or video commentary)	Written: .docx; .odt; .pdf Video: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	1	Written: up to 8 pages Video: up to 10 minutes of verbal or ASL commentary	Provide commentary (brief text explanations/narrative analyses associated with specific points in the video clips). Refer to the Step 3 directions for commentary requirements and video content.

Step 4: Reflect

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part J: 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 4 pages Video: up to 5 minutes of verbal or ASL explanation	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 Frameworks²

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.

² 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-](https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf)

[cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf](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.³

California Preschool Curriculum Frameworks⁴

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/measures⁵

The six state indicators/measures for schools as identified by the California Department of Education in the [California School Dashboard](#)⁶ (Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, Academic Performance,⁷ 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

³ <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

⁴ <https://www.cde.ca.gov/sp/cd/re/psframework.asp>

⁵ 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.

⁶ 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>).

⁷ 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 practice⁸

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.⁹ 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

⁸ Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.

⁹ 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.”¹⁰

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.¹¹

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.¹²

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.

¹⁰ Valencia, R. R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.

¹¹ ELA/ELD Framework, 2014

¹² 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.¹³

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.

¹³ 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.”¹⁴ 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).¹⁵ 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.

¹⁴ <https://www.cde.ca.gov/re/es/evidence.asp>

¹⁵ 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.¹⁶

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

¹⁶ 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.¹⁷

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 students¹⁸ are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000):

¹⁷ <http://www.ceptara.com/blog/how-to-write-problem-statement>

¹⁸ 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)¹⁹

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.

¹⁹ <https://udlguidelines.cast.org/>