



**CalAPA**  
California Administrator  
Performance Assessment

# Performance Assessment Guide

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## Leadership Cycle 3: Supporting Teacher Growth



Ian Wedgwood, Pearson Education Ltd

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 3, see the [Contact Us page](#) on the California Educator Credentialing Assessments website.

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## 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.

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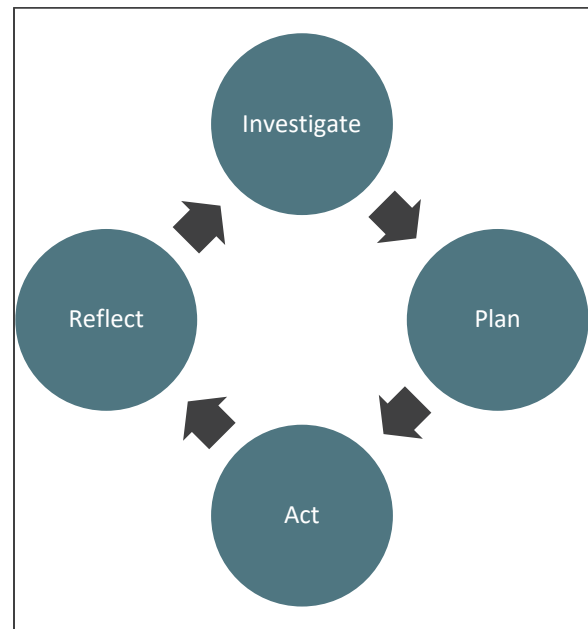
## Overview

Effective [equity-driven educational leaders](#)<sup>1</sup> know and understand TK–12 student [content standards, frameworks](#), and performance expectations, and align instructional and support practices focused on providing equitable learning opportunities for all students. Essential to this work is the ability to use the [California Standards for the Teaching Profession \(CSTP\)](#) and principles of reflective, courageous, and collegial conversation to provide unbiased, evidence-based feedback about observed teaching and learning to improve instructional practice and student learning and/or [well-being](#).

Leadership Cycle 3 focuses on [coaching](#) an individual teacher to strengthen teaching practices and improve student learning and/or well-being. Within the cycle of *investigate, plan, act, and reflect*, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you will coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation to collect

CSTP-related evidence of practice, and a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and an equity-minded leader.

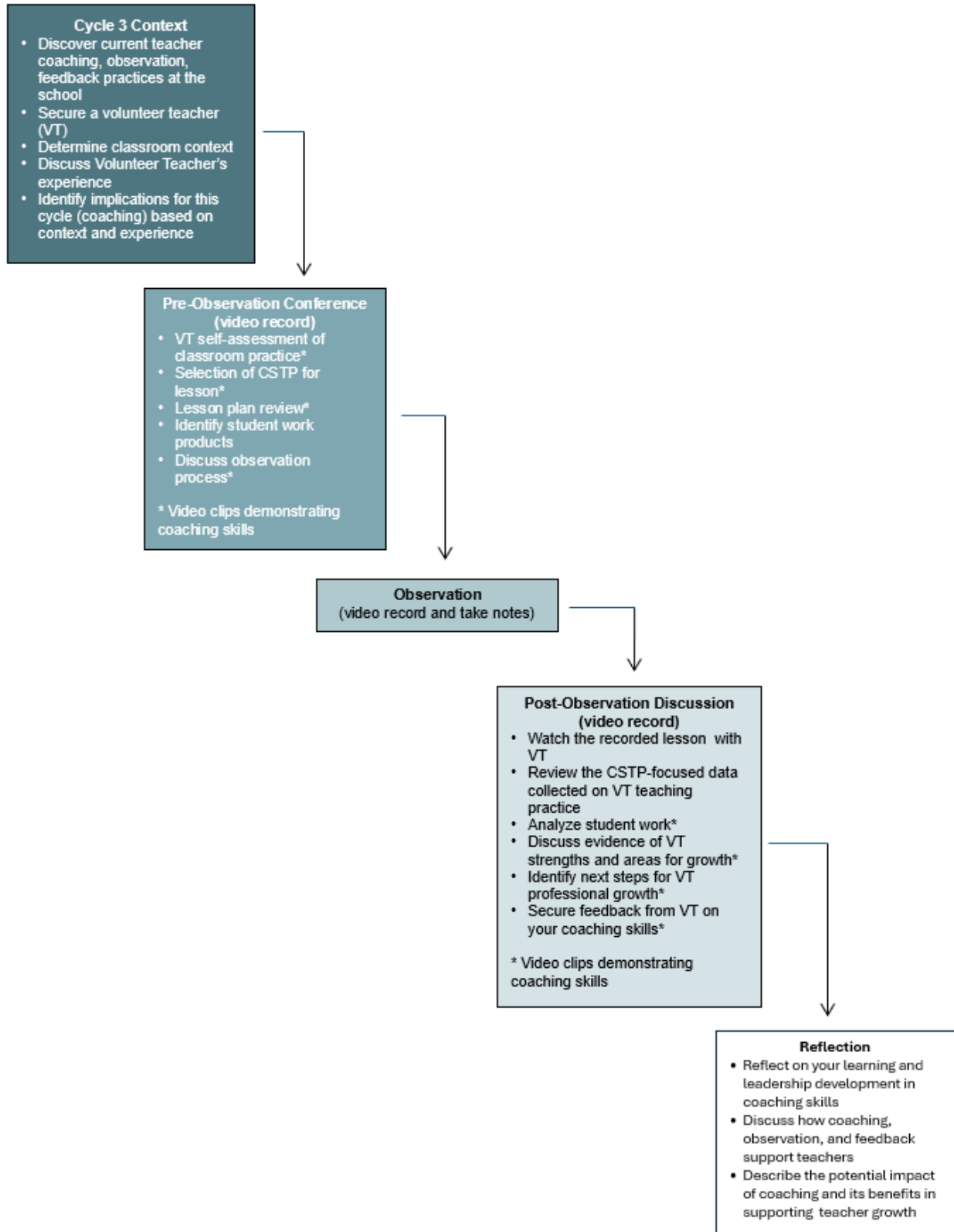
Leadership Cycle 3 includes four specific steps to be completed in order: investigate, plan, act, and reflect.



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<sup>1</sup> 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 in Leadership Cycle 3.



- ❖ **Step 1: Investigate.** Inquire and learn about the current teacher coaching, observation, and/or instructional feedback practices of the school, then describe and [analyze](#) these practices. Understand how the school uses the California Standards for the Teaching Profession (CSTP) to support teacher growth and development. Identify a volunteer teacher, provide context for the coaching cycle, and explain the implications for this cycle based on your analysis.
- ❖ **Step 2: Plan.** Using the lens of coaching and instructional feedback and the California Standards for the Teaching Profession (CSTP), plan for, participate in, and video record a pre-observation meeting with the identified volunteer teacher. Jointly select one or two elements of the CSTP with the volunteer teacher to serve as the focus for the observation.
- ❖ **Step 3: Act.** Conduct a classroom observation and video record the lesson. As you observe the lesson, collect evidence of teaching practices related to the one or two CSTP elements identified with the volunteer teacher and related to student learning and/or well-being. Prepare for a post-observation meeting with the volunteer teacher by analyzing CSTP observation evidence and student work products and watching the recorded lesson. [Facilitate](#) and record a post-observation meeting with the volunteer teacher in which you (a) watch clips of the recording of the lesson, (b) share CSTP-focused observation evidence, (c) jointly discuss student work products, and (d) collaborate to establish a shared goal for next coaching and development steps. Provide commentary of your post-observation meeting in which you describe the coaching practice you use with the volunteer teacher.
- ❖ **Step 4: Reflect.** Identify personal leadership competencies and needs in relation to instructional coaching, CSTP-focused observation processes and collection of evidence, and support for teacher growth developed through this cycle. Describe continuous improvement steps for the volunteer teacher and reflect on the role coaching, observation, and/or instructional feedback play at the school.

## Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p><b>Step 1:</b> <b>Investigate</b></p>	<ul style="list-style-type: none"> <li>Familiarize yourself with, describe, and analyze the current teacher coaching, observation, and/or instructional feedback practices at the school and review the California Standards for the Teaching Profession (CSTP). Describe how the CSTP (or its equivalent) are used at this school to support teacher growth and development.</li> <li>Identify a volunteer teacher for the coaching cycle and learn about the teacher’s classroom context and students.</li> <li>Explain the implications for this cycle based on the analysis of the current role of coaching practices (at the school) and the background and experience of the volunteer teacher.</li> <li>Provide a summary of the context and the teacher’s prior experiences with coaching, observation, and/or instructional feedback to plan for the coaching cycle.</li> </ul>	<ul style="list-style-type: none"> <li><b>Part A:</b> Written Narrative: Coaching, Observation, and/or Instructional Feedback Practices at the School and the Volunteer Teacher (up to 5 pages)</li> </ul>
<p><b>Step 2:</b> <b>Plan</b></p>	<ul style="list-style-type: none"> <li>Plan, participate in, and video record a pre-observation meeting with the volunteer teacher. After the volunteer teacher’s self-assessment of instructional practices, jointly select <b>one or two</b> CSTP elements as a focus for the lesson observation and post-observation meeting.</li> <li>Review and collect a copy of the lesson plan to be observed and co-determine student work products that you will be able to review as an outcome of the lesson.</li> <li>Select 2 video clips from the pre-observation meeting that provide evidence of your coaching.</li> <li>Provide commentary (what you are doing and why) for each video clip.</li> </ul>	<ul style="list-style-type: none"> <li><b>Part B:</b> Written Narrative: Classroom Context, Lesson, and Observation (up to 4 pages)</li> <li><b>Part C:</b> Volunteer Teacher’s Lesson Plan, Including Student Work Product Description</li> <li><b>Part D:</b> 2 Video Clips of the Pre-Observation Meeting (up to 6 minutes each)</li> <li><b>Part E:</b> Commentary of the Pre-Observation Meeting (written, up to 8 pages; <b>OR</b> up to 10 minutes of verbal or ASL commentary)</li> </ul>

(Continued)

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p><b>Step 3:</b> <b>Act</b></p>	<ul style="list-style-type: none"> <li>• Conduct and video record a classroom observation of the teacher’s lesson. Follow all district policies regarding the video recording of students and teachers and secure all required permissions.</li> <li>• Prepare for the post-observation meeting.                             <ol style="list-style-type: none"> <li>1. Watch the video recording of the lesson.</li> <li>2. Analyze the CSTP-focused observation evidence you collected during the lesson.</li> <li>3. Analyze student work products from the lesson and/or any other data related to the lesson.</li> </ol> </li> <li>• Facilitate a post-observation meeting with the volunteer teacher and video record the meeting. During the post-observation meeting, together with the volunteer teacher, watch the video of the lesson, review the CSTP–element-focused data collected during the observation, and analyze student work and/or other data related to the lesson.</li> <li>• Select 1 to 3 video clips from the post-observation meeting that provide evidence of your coaching.</li> <li>• Provide commentary (what you are doing and why) for each video clip.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part F:</b> Specific Notes from the Observation and/or Forms Used to Document the Observation Evidence Related to the CSTP Element(s)</li> <li>• <b>Part G:</b> Student Work Product Example(s) from the Lesson Used in the Post-Observation Meeting</li> <li>• <b>Part H:</b> 1 to 3 Video Clips of the Post-Observation Meeting (up to 15 minutes total of video; a single clip should be at least 1 minute in length)</li> <li>• <b>Part I:</b> Commentary of the Post-Observation Meeting (written, up to 8 pages; <b>OR</b> up to 10 minutes of verbal or ASL commentary)</li> </ul>
<p><b>Step 4:</b> <b>Reflect</b></p>	<ul style="list-style-type: none"> <li>• Reflect on your learning and leadership development in relation to your coaching and observation abilities to support teacher growth. Discuss how coaching, observation, and/or instructional feedback support teachers at the school site.</li> <li>• Describe continuous improvement steps for supporting teacher growth.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part J:</b> Reflective Narrative (written, up to 4 pages; <b>OR</b> up to 6 minutes of verbal or ASL explanation)</li> </ul>

## 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 California Administrator Performance Expectations (CAPE)-based knowledge, skills, and abilities assessed within the rubric. The table below lists the seven essential questions for the CalAPA rubrics contained in Leadership Cycle 3.

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

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## Step 1: Investigate

### I. Current Coaching and Observation Practices at the School

Familiarize yourself with current teacher [coaching](#), observation, and/or instructional feedback practices at the school where you will complete this leadership cycle. Review established practices for classroom observations and evidence collection, including forms and/or documents associated with the observation process. Understand how the [California Standards for the Teaching Profession \(CSTP\)](#) or alternative aligned framework are used to guide teacher development at the school. Provide an overview of the processes used at the school for coaching and/or conducting classroom observations and pre-observation and post-observation meetings by responding to the following prompts using the Part A: Written Narrative: Coaching, Observation, and/or Instructional Feedback Practices at the School and the Volunteer Teacher Template provided. Consider how these practices are reflective of current [evidence-based practices](#) and/or adult learning theory.

❖ **Template: Part A: Written Narrative: Coaching, Observation, and/or Instructional Feedback Practices at the School and the Volunteer Teacher**

Directions: Respond to the following prompts in Section I of the Part A template provided, describing and analyzing existing practices in place at the school regarding teacher coaching, observation, and/or instructional feedback practices.

1. Outline how often during the year teachers are coached, observed, or provided instructional feedback and what the intended outcomes are for the school, teachers, and students. After reviewing current practices at this school, provide an [analysis](#) of the effectiveness of teacher coaching, observation, and/or instructional feedback.
2. Describe the processes, forms, and/or documents that are used to guide pre-observation meetings, collect observation data, and focus post-observation meetings (e.g., teacher response forms, observation tools, student work products, next steps for professional growth). If the school does not conduct teacher observations and uses a different approach to provide instructional feedback to teachers, provide a detailed description of the process(es) and forms used.
3. Explain the level of input teachers have on the focus or purpose of coaching, observation, and/or instructional feedback practices at the school.
4. Explain the implications for this cycle based on the analysis of the current role of coaching practices (at the school) and the background and experience of the volunteer teacher.

Once you have familiarized yourself with teacher coaching, observation, and instructional feedback practices at the school, review the California Standards for the Teaching Profession (CSTP), considering both academic and affective elements contained in the CSTP.

5. How do the CSTPs guide or play a role in teacher growth and development at the school?

If the school uses another set of standards, provide a crosswalk to the CSTPs for the element(s) you have identified.

## II. Volunteer Teacher and Context for the Coaching Cycle

Identify a volunteer teacher who will participate in the coaching cycle and classroom observation. Provide background information about the volunteer teacher and how the existing coaching, observation, and/or instructional feedback practices at the school will shape your plans for conducting a coaching cycle.

You must select a volunteer teacher and conduct an actual coaching cycle that is neither staged nor scripted.

**NOTE: Staging a meeting includes pre-determining what participants will say at any given moment or order, what the focus of their comments will be, and what reactions the candidate or the volunteer teacher will have. Scripting a meeting includes preparing a common document where each person's comments are written out for them prior to the meeting.**

Verify permissions of the teacher(s), other adults, and students to video record your coaching conversations and their classroom instruction during the observation of instruction. You will use the video recording of the volunteer teacher's lesson to guide your post-observation meeting, but you will not submit the video recording of the lesson as evidence in this cycle.

Follow all district policies regarding video recording of students and teachers.

You are responsible for verifying and, if necessary, obtaining appropriate permissions from the teacher(s), other adults, and parents/guardians of the students who appear in the video clips.

### ❖ **Template: Part A: Written Narrative: Coaching, Observation, and/or Instructional Feedback Practices at the School and the Volunteer Teacher**

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

1. Provide information about the volunteer teacher's:
  - a. professional experience as a teacher (including years of service, school site[s], grades and content taught, languages)
  - b. current assignment (grade level[s], content area, course titles)

- c. past experiences with coaching, observation, and/or instructional feedback at the school site, in other previous teaching positions, or during teacher preparation
  - d. knowledge and use of the CSTP to guide their growth and development as a teacher at the school site, in other previous teaching positions, or during teacher preparation
2. Explain how the information you gathered about the school context and the volunteer teacher's experiences informs your plans for conducting a coaching cycle, including how you will:
  - a. orient the volunteer teacher to participate in your coaching process
  - b. participate in a pre-observation meeting
  - c. prepare for the observation and collection of evidence (including student work)
  - d. jointly conduct (with the volunteer teacher) the post-observation meeting
3. Describe any challenges you may face in conducting a coaching cycle with the volunteer teacher and provide strategies for addressing these challenges.

### Evidence to Be Submitted

- ❖ **Part A:** Written Narrative: Coaching, Observation, and/or Instructional Feedback Practices at the School and the Volunteer Teacher (up to 5 pages)

# Step 1 Rubric

## Rubric 3.1 — Step 1: Investigate

**Essential Question:** How does the candidate describe and analyze the current role of teacher coaching, observation, and/or instructional feedback practices at the school with the volunteer teacher, and explain the implications of how current practices impact their approach to conducting a coaching cycle?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not provide an explanation of the purpose or processes for coaching, observation, and/or instructional feedback practices at the school.</p> <p>Candidate outlines a plan for the coaching cycle with little or no details OR does not outline a plan.</p>	<p>Candidate lists the teacher coaching, observation, and/or instructional feedback practices at the school, providing limited details about the processes used. The purpose for conducting these processes is unclear.</p> <p>Candidate outlines a vague plan for the coaching cycle with minimal details about implications of each step of the coaching cycle and/or observation based on the volunteer teacher’s professional experience, current teaching assignment, and past experience in relation to coaching.</p>	<p>Candidate clearly describes and analyzes the current role of teacher coaching, observation, and/or instructional feedback, discussing the purpose and intended goals of the practices for both teachers and students.</p> <p>Candidate clearly describes a plan for and the implications of each step of the coaching cycle and observation based on the volunteer teacher’s professional experience, current teaching assignment, and past experience in relation to coaching.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate describes how teachers participate in the selection and purpose of the instructional feedback practices at the school to meet the unique needs of the teachers and how the practices build trust between the teachers and school administrators.</p> <p><b>Level 5</b></p> <p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate discusses relevant evidence-based practices and/or adult learning theory to explain how school practices of teacher coaching, observation, and/or instructional feedback support ongoing teacher development and benefit students’ learning and well-being.</p>

**Source of Evidence:**

- **Part A:** Written Narrative: Coaching, Observation, and/or Instructional Feedback Practices at the School and the Volunteer Teacher (up to 5 pages)

<p><b>CAPE Standard 2; Elements 2A, 2B, 2C, 2D</b></p> <p><b>CAPE Standard 3; Element 3C</b></p> <p><b>CAPE Standard 5; Element 5B</b></p>
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## Step 2: Plan

### I. Classroom Context and Lesson Plan

#### ❖ **Template: Part B: Written Narrative: Classroom Context, Lesson, and Observation**

Directions: Provide the following information using the Part B template provided.

1. [Classroom context](#), including:
  - a. topic of lesson, learning and instructional goals, students' prior knowledge, and what was taught in the prior lesson
  - b. classroom setting (face-to-face, online, or hybrid) and organization for learning (whole class, small groups, individual practice, hybrid)
  - c. description of students served, including their [assets](#) and learning needs (e.g., grade level, demographics, student assets [cultural and/or linguistic] and interests, learning supports and adaptations)
  - d. materials and/or resources used during the lesson by the teacher or students to enhance or extend learning
  - e. other relevant classroom context information (e.g., time of day for the lesson, time of year, support staff that are in the room during the lesson, materials used, safety issues, bell schedule, parent support)

#### ❖ **Upload: Part C: Volunteer Teacher's Lesson Plan, Including Student Work Product Description**

Directions: Collect and submit a copy of the volunteer teacher's lesson plan, including the student work product description.

### II. Conduct and Video Record the Pre-Observation Meeting

Conduct and video record a pre-observation meeting with the volunteer teacher to review the learning goals and classroom context, including the volunteer teacher's perspective on that context.

From this video of the pre-observation meeting where you and the volunteer teacher are seen and heard, select 2 video clips. Each of your video clips may be up to 6 minutes in length (assessors will only watch and score the first 6 minutes of each video clip submitted).

Demonstrate your [coaching](#) skills and your ability to listen to and talk with the volunteer teacher. In the pre-observation meeting, identify the teacher's self-assessment of instructional needs and challenges and discuss student assets and learning needs (academic and affective) within the content area of the lesson to be observed. Co-determine student work products that you will be able to review as an outcome of the lesson. Agree on a coaching focus by jointly

selecting a specific [California Standard for the Teaching Profession \(CSTP\)](#) domain and, within that domain, one or two elements. Your observation will focus only on one or two elements.

Discuss the following topics with the volunteer teacher in the pre-observation meeting:

1. instructional components regarding the lesson you will be observing, including the learning environment, the anticipated learning goals (academic or [well-being](#)) and prior knowledge, [instructional strategies](#) the teacher will use, and key learning activities and work products students will complete during the lesson
2. student assets, learning needs, and supports or adaptations for [English learners](#), students with identified learning needs ([Individualized Education Program \[IEP\]](#), [504 plans](#), [Gifted and Talented Education \[GATE\]](#)), students receiving supplemental or intensified support through [Multi-Tiered System of Supports \(MTSS\)](#), and/or students who have experienced trauma in or outside of school
3. one or two CSTP elements that are jointly selected with the teacher, based on the interests of the teacher and assets and needs of the students, and that will be the focus for the data collected during the observation and of the coaching discussion in the post-observation meeting
4. planned protocol for the observation or form used, including the time and duration for the observation and the CSTP–element-focused data you will collect and share during the post-observation meeting
5. additional information relevant to the coaching cycle that the volunteer teacher shares with you (e.g., time of day for the lesson, time of year, support staff that are in the room during the lesson, materials used, safety issues, bell schedule, parent support)

Explain that you will video record the lesson and watch the recording with the teacher to guide the post-observation meeting. Be sure all appropriate permissions are in place at the school for the teacher(s), other adults, and students who will be in the video recording.

### III. Select the Pre-Observation Meeting Video Clips

#### ❖ Upload: Part D: 2 Video Clips of the Pre-Observation Meeting

Directions: Select and submit **2 video clips**, each up to 6 minutes, that include the following:

- **Video Clip 1: Teacher Needs, Lesson Plan Review, and CSTP Selection (up to 6 minutes)**  
Select a video clip that demonstrates:
- Your coaching, including asking prompting and clarifying questions, that leads to the volunteer teacher’s self-assessment of instructional needs and challenges based on the lesson plan they intend to teach and the student work product that will be the outcome of the lesson; student assets and needs; and classroom context

- Supporting the teacher to then identify one or two elements of one of the six CSTP domains for which they would like observation data collected to guide the post-observation meeting
- **Video Clip 2: Observation Process and CSTP Data (up to 6 minutes)**  
Select a video clip that demonstrates:
  - Your review of the coaching and observation process with the teacher
- Your review of the CSTP–element-focused data you will collect during the observation to share and discuss in the post-observation meeting, in addition to the student work products and other relevant data shared by the teacher

#### **Video Clip Length**

Assessors will review only the first 6 minutes of video for each clip. If the total time for each video exceeds 6 minutes, assessors will stop viewing, and any remaining video will not be considered.

If necessary, you may edit the video clips to ensure the required elements are included within the 6 minutes for each video clip.

#### **IV. Provide Commentary**

##### **❖ Template/Upload: Part E: Commentary of the Pre-Observation Meeting (written, verbal, or ASL commentary)**

Directions: Answer in writing or video record yourself answering the following prompts as they relate across your 2 video clips.

In your written, verbal, or ASL commentary, describe what is happening and provide a rationale for what you are doing and why. When referring to evidence, identify specific locations in the video clips by describing specific dialogue, events, and/or students (e.g., “At minute 1:20 in clip 2, the volunteer teacher says...”). Commentary must align to what is provided in the video clips of the pre-observation meeting.

**Note:** If you choose to video record your response, your recorded video response may be up to 10 minutes. Respond naturally and authentically, explaining your coaching choices and how they supported the volunteer teacher.

1. **Volunteer Teacher’s Self-Assessment:** Describe how you and the volunteer teacher determined their instructional needs and challenges based on the CSTP element(s).
2. **Lesson Plan Review:** Describe how you and the volunteer teacher reviewed the lesson plan. Think about:
  - a. student work product,
  - b. classroom context, and

- c. students' assets and learning needs.
3. **CSTP Selection:** Describe how you and the volunteer teacher selected one or two CSTP elements based on the volunteer teacher's self-assessment and students' assets and learning needs.
4. **Coaching and Observation Process:** Describe how you and the volunteer teacher collaboratively reviewed the coaching and observation process, and the CSTP–element-focused data to be collected during the lesson.

### Evidence to Be Submitted

- ❖ **Part B:** Written Narrative: Classroom Context, Lesson, and Observation (up to 4 pages)
- ❖ **Part C:** Volunteer Teacher's Lesson Plan, Including Student Work Product Description
- ❖ **Part D:** 2 Video Clips of the Pre-Observation Meeting (up to 6 minutes each)
- ❖ **Part E:** Commentary of the Pre-Observation Meeting (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

## Step 2 Rubric

### Rubric 3.2 — Step 2: Plan

**Essential Question:** How does the candidate demonstrate and analyze their ability to listen to and talk with the volunteer teacher to understand the learning goals, classroom context, and student assets (e.g., cultural and/or linguistic) and/or interests and learning needs; jointly select with the volunteer teacher one or two CSTP elements from the same domain, including evidence to be collected; and plan for the observation?

Level 1	Level 2	Level 3	Level 4
<p>Candidate and the volunteer teacher do not discuss classroom context, learning goals, and/or student assets and/or learning needs.</p> <p>Selection of the CSTP element(s) and/or evidence to be collected, including student work, is made by the candidate without input from the volunteer teacher or element(s) are not selected.</p> <p><b>OR</b></p> <p>No plan is established for the coaching and/or observation process.</p> <p><b>OR</b></p> <p>In the commentary, candidate does not provide an analysis* of their ability to listen to and talk with the volunteer teacher.</p>	<p>Candidate and volunteer teacher broadly discuss classroom context, learning goals, and/or student assets and/or learning needs, including student work.</p> <p>Candidate minimally involves the volunteer teacher in the selection of CSTP element(s) and/or evidence to be collected during the observation.</p> <p>It is not clear what aspects of instruction need to be the focus of the observation, and a plan is not specified and/or agreed to by the volunteer teacher <b>OR</b> candidate creates plan for observation without input from the volunteer teacher.</p> <p>In the commentary, candidate provides a limited analysis* of their ability to listen to and/or talk with the volunteer teacher.</p>	<p>Candidate clearly engages the volunteer teacher in a detailed and focused pre-observation discussion about the classroom context, student assets and learning needs, and content-specific learning goals of the lesson.</p> <p>Candidate and the volunteer teacher jointly select the CSTP element(s) and together determine evidence to be collected during the observation, including student work.</p> <p>Candidate and volunteer teacher create a plan for the observation, clearly identifying the focal aspects of instruction.</p> <p>In the commentary, candidate provides an analysis* of their ability to listen to and talk with the volunteer teacher.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate uses facilitative questioning strategies to engage in a two-way discussion with the volunteer teacher to draw out their specific areas of need in relation to learning goals, classroom context, student assets, CSTP element(s), and observation plans.</p> <p><b>Level 5</b></p> <p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate uses facilitative questioning strategies, including re-directing as appropriate for the conversation, to deepen discussion regarding equitable opportunities for all students in the class to learn.</p>

**Note:**

\*Analysis: What the candidate does, why they do it, and the impact their action had

**Sources of Evidence:**

- **Part B:** Written Narrative: Classroom Context, Lesson, and Observation (up to 4 pages)
- **Part C:** Volunteer Teacher’s Lesson Plan, Including Student Work Product Description
- **Part D:** 2 Video Clips of the Pre-Observation Meeting (up to 6 minutes each)
- **Part E:** Commentary of the Pre-Observation Meeting (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

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

**CAPE Standard 5; Element 5C**

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## Step 3: Act

### I. Focused Classroom Observation

Following the pre-observation meeting with the volunteer teacher, conduct the [CSTP](#)-focused classroom observation. The observation should be at least 20 minutes in length.

**Video record the teacher’s instruction for the full duration of the observation.** In the [coaching](#) cycle, your analysis of the video recording will help you set the context for the post-observation meeting. In addition, you will use the video in your post-observation meeting to guide your discussion focused on the one or two CSTP elements for which you gathered evidence.

- ❖ **Upload: Part F: Specific Notes from the Observation and/or Forms Used to Document the Observation Evidence Related to the CSTP Element(s)**
- ❖ **Upload: Part G: Student Work Product Example(s) from the Lesson Used in the Post-Observation Meeting**

Directions: During the observation, use an observation tool to collect evidence related to the one or two CSTP elements agreed upon during the pre-observation meeting with the volunteer teacher. In addition to the lesson, collect evidence including student work (process, product, and/or performance) that was the result of the lesson. Submit your notes from the observation and/or forms you used to document the observation as well as the student work product as evidence for Step 3.

### II. Preparation for the Post-Observation Meeting

After the classroom observation, you must watch the video recording and review the student work products collected during or at the end of the lesson. You will then [analyze](#) the volunteer teacher’s performance and identify evidence of the volunteer teacher’s strengths and areas for growth based on specific notes from the observation and/or forms used to document the observation evidence related to the CSTP element(s).

Prepare for the post-observation meeting by developing guiding questions to promote professional learning to support improved student learning and/or [well-being](#) based on the CSTP element(s). Remember, during the post-observation meeting, you will view clips of the video from the observed instruction together. As you prepare for the meeting, consider how to engage the volunteer teacher, develop a rapport, and elicit a two-way conversation.

Prior to the post-observation meeting, share the video of the lesson with the volunteer teacher so that they may watch the recording and be prepared to discuss their instruction.

### III. Conduct and Video Record the Post-Observation Meeting

Conduct and video record the entire post-observation meeting with the volunteer teacher, including when you watch clips from the lesson observation video together. The goal of the meeting is to foster a learning conversation with the volunteer teacher to improve instructional practice and student learning outcomes based on the one or two agreed-upon CSTP element(s). In the meeting, you should demonstrate mutual respect and responsiveness to one another while engaging in professional learning.

Use a collaborative approach to conduct a conversation with the volunteer teacher to provide coaching feedback and to discuss the following:

- **Volunteer Teacher’s Assessment of Student Learning:** the teacher’s self-assessment of their instruction and their assessment of student learning during the lesson, including academic [content standards](#) and learning goals. Also discuss specific information/evidence from your observation notes related to the CSTP element(s), [analysis](#) of student work products, and other evidence of student learning from the lesson or after the observation of the lesson (e.g., observation notes, learning goals met, student engagement in the lesson, responses to questions during the lesson, level of student discussion, grouping of students, student work, video of the lesson, any data collected).
- **Effectiveness of Teaching Practices Including Next Steps for Volunteer Teacher Growth:** how effectively the teacher delivered the instruction, as documented in the video recording. When watching the video together during the post-observation meeting, ask the teacher to discuss what is happening during the lesson, including “in-the-moment” adjustments to instructional strategies used during the lesson to support student learning needs OR missed opportunities to support student learning.
- **Volunteer Teacher Feedback on Candidate’s Coaching Practices:** Feedback provided by the volunteer teacher should be a discussion on what was helpful and not helpful throughout the coaching and observation cycle for you to determine your own strengths and areas for growth in Step 4 (Reflection).

### IV. Select Post-Observation Meeting Video Clip(s)

#### ❖ Upload: Part H: 1 to 3 Video Clips of the Post-Observation Meeting

Directions: From the video of the post-observation meeting where you and the volunteer teacher are seen and heard, select 1 to 3 video clips. Your 1 to 3 video clips may total up to 15 minutes (assessors will only watch and score the first 15 minutes of video recording submitted).

**Video Clip Length**

Assessors will review only the first 15 minutes of video, starting with Video Clip 1. If the total time across all videos exceeds 15 minutes, assessors will stop viewing, and any remaining video will not be considered.

If necessary, you may edit video clips to ensure all required elements are documented within the 15 minutes.

**V. Provide Commentary****❖ Template/Upload: Part I: Commentary of the Post-Observation Meeting (written, verbal, or ASL commentary)**

Directions: Answer in writing or video record yourself answering the following prompts as they relate across your 1 to 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 should align to what is provided in the video clip(s) of your conducting the post-observation meeting.

**Note:** If you choose to video record your response, your recorded video response may be up to 10 minutes. Respond naturally and authentically, explaining your coaching choices and how they supported the volunteer teacher.

- **Volunteer Teacher's Assessment of Student Learning:**
  - Describe how you supported the volunteer teacher in assessing student learning during the CSTP-focused lesson.
  - Describe how you shared the evidence of CSTP-focused data with the volunteer teacher.
  - Describe how you and the volunteer teacher co-analyzed the video of the lesson, student work, and/or other data (if collected) from the lesson.
- **Effectiveness of Teaching Practices Including Next Steps for Volunteer Teacher Growth:**
  - Describe how you [facilitated](#) a joint discussion of the effectiveness of the volunteer teacher's teaching practices to support student learning, identifying any missed opportunities.

- After discussing the volunteer teacher’s effective teaching practices that supported student learning in this lesson, describe how you and the volunteer teacher co-determined possible next steps of the volunteer teacher’s professional growth in the identified CSTP element(s) (what you will do and what the volunteer teacher will do).
- **Volunteer Teacher Feedback on Candidate’s Coaching Practices:**

Describe the feedback the volunteer teacher provided regarding your coaching skills during the coaching and observation cycle, including what they found helpful and/or not helpful. Explain how this feedback informs your understanding of your strengths and areas for growth as an instructional coach.

### Evidence to Be Submitted

- ❖ **Part F:** Specific Notes from the Observation and/or Forms Used to Document the Observation Evidence Related to the CSTP Element(s)
- ❖ **Part G:** Student Work Product Example(s) from the Lesson Used in the Post-Observation Meeting
- ❖ **Part H:** 1 to 3 Video Clips of the Post-Observation Meeting (up to 15 minutes of video total; a single clip should be at least 1 minute in length)
- ❖ **Part I:** Commentary of the Post-Observation Meeting (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

## Step 3 Rubrics

### Rubric 3.3 — Step 3: Act

**Essential Question:** How does the candidate recognize, document, and analyze the volunteer teacher’s teaching practice related to the selected CSTP element(s) and learning goals of the lesson?

Level 1	Level 2	Level 3	Level 4
<p>Candidate provides observational evidence that is unrelated to the CSTP element(s) and/or student learning goals of the observed lesson.</p> <p><b>OR</b></p> <p>Candidate’s observation notes are too vague to provide CSTP-related guidance.</p> <p><b>OR</b></p> <p>In their commentary, candidate does not provide an analysis of the volunteer teacher’s qualities of teaching practice.</p>	<p>Candidate provides evidence of the observed lesson that is mostly unrelated to the CSTP element(s) and/or student learning goals.</p> <p>Candidate documents evidence that may be CSTP related, but evidence is vague and/or too general and may not be useful to the volunteer teacher.</p> <p>In their commentary, candidate provides a limited analysis of the volunteer teacher’s qualities of teaching practice.</p>	<p>Candidate accurately recognizes and documents observational evidence of essential teaching practices for the selected CSTP element(s) and content-specific student learning goals.</p> <p>Candidate’s observation notes are detailed and clearly provide CSTP-specific guidance in a meaningful and useful way to the volunteer teacher.</p> <p>In their commentary, candidate clearly provides a clear analysis of the volunteer teacher’s qualities of teaching practice.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate’s observational evidence documented either</p> <p>a. missed teaching opportunities that would have supported students to meet the content-specific learning goals</p> <p><b>OR</b></p> <p>b. successful CSTP-related practices that the volunteer teacher did implement that positively impacted student learning during the lesson.</p>
			<p><b>Level 5</b></p> <p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate documents how the volunteer teacher addresses whole-class, small-group, and individual student learning needs during the lesson and how they adapted or did not adapt their instruction to meet student needs as aligned to the learning goals of the lesson and the selected CSTP element(s).</p>

#### Sources of Evidence:

- **Part F:** Specific Notes from the Observation and/or Forms Used to Document the Observation Evidence Related to the CSTP Element(s)
- **Part G:** Student Work Product Example(s) from the Lesson Used in the Post-Observation Meeting
- **Part H:** 1 to 3 Video Clips of the Post-Observation Meeting (up to 15 minutes of video total; a single clip should be at least 1 minute in length)
- **Part I:** Commentary of the Post-Observation Meeting (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

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

### Rubric 3.4 — Step 3: Act

**Essential Question:** How does the candidate demonstrate and analyze their ability to foster a learning conversation in a post-observation meeting using CSTP-focused observation evidence, lesson observation video, and student work with the volunteer teacher regarding strengths and area(s) for growth?

Level 1	Level 2	Level 3	Level 4
<p>Candidate provides inaccurate or irrelevant feedback to the volunteer teacher, making limited use of the observation and other collected evidence (e.g., lesson observation video, student work).</p> <p><b>OR</b></p> <p>No strengths or area(s) of growth for the volunteer teacher are discussed.</p> <p><b>OR</b></p> <p>In their commentary, candidate does not provide an analysis of their ability to foster a learning conversation.</p>	<p>Candidate provides the volunteer teacher with minimal CSTP-focused evidence or feedback, with limited discussion of findings.</p> <p>Candidate vaguely connects observation evidence, lesson observation video, or quality of student work to the volunteer teacher’s strengths or area(s) for growth.</p> <p>In their commentary, candidate provides a limited analysis of their ability to foster a learning conversation.</p>	<p>Candidate fosters a thoughtful and productive collaborative conversation with the volunteer teacher, citing the CSTP-specific observation evidence, the jointly viewed lesson observation video, and student work.</p> <p>Jointly with the volunteer teacher, candidate respectfully and supportively identifies teacher’s strengths and area(s) for growth based on gathered CSTP evidence and student work.</p> <p>In their commentary, candidate provides a clear analysis of their ability to foster a learning conversation.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate makes deep connections with the volunteer teacher among the pre-observation meeting considerations, the CSTP observation evidence, lesson observation video, and student learning as evidenced in the student work produced during the lesson.</p> <hr/> <p><b>Level 5</b></p> <p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate fosters a learning conversation that increases the volunteer teacher’s capacity for self-evaluation of instruction and assessment of student learning.</p>

**Sources of Evidence:**

- **Part F:** Specific Notes from the Observation and/or Forms Used to Document the Observation Evidence Related to the CSTP Element(s)
- **Part G:** Student Work Product Example(s) from the Lesson Used in the Post-Observation Meeting
- **Part H:** 1 to 3 Video Clips of the Post-Observation Meeting (up to 15 minutes of video total; a single clip should be at least 1 minute in length)
- **Part I:** Commentary of the Post-Observation Meeting (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

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

**CAPE Standard 5; Element 5B**

### Rubric 3.5 — Step 3: Act

**Essential Question:** In partnership with the volunteer teacher, how does the candidate demonstrate and analyze their ability to co-determine next steps for professional growth, including resources and additional coaching support based on the CSTP-related evidence during the post-observation meeting?

Level 1	Level 2	Level 3	Level 4
<p>Candidate solely determines the volunteer teacher’s next steps for professional growth.</p> <p><b>OR</b></p> <p>There is little to no identification of resources and/or additional coaching support for the volunteer teacher.</p> <p><b>OR</b></p> <p>No relationship to CSTP-related evidence for next steps is discussed.</p> <p><b>OR</b></p> <p>In their commentary, candidate does not provide an analysis of their ability to co-determine next steps for professional growth.</p>	<p>Candidate occasionally allows the volunteer teacher to add their insights or perspective to the discussion on the teacher’s next steps for professional growth. The conversation with the volunteer teacher lacks identification of resources and additional coaching support and/or the inclusion of CSTP-related evidence.</p> <p>In their commentary, candidate provides a limited analysis of their ability to co-determine next steps for professional growth.</p>	<p>Candidate participates in a collaborative conversation with the volunteer teacher to co-determine next steps for professional growth, including resources and additional coaching support, that are clearly based on the CSTP-related evidence (observation feedback, lesson observation video, and/or student work).</p> <p>In their commentary, candidate provides a clear analysis of their ability to co-determine next steps for professional growth.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate and the volunteer teacher identify professional growth with specific attention to addressing individual students’ learning needs for CSTP-related professional learning.</p> <hr/> <p><b>Level 5</b></p> <p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate provides specific evidenced-based resources to support the volunteer teacher’s professional growth and engages the teacher in developing detailed next steps for professional learning and growth.</p>

#### Sources of Evidence:

- **Part F:** Specific Notes from the Observation and/or Forms Used to Document the Observation Evidence Related to the CSTP Element(s)
- **Part G:** Student Work Product Example(s) from the Lesson Used in the Post-Observation Meeting
- **Part H:** 1 to 3 Video Clips of the Post-Observation Meeting (up to 15 minutes of video total; a single clip should be at least 1 minute in length)
- **Part I:** Commentary of the Post-Observation Meeting (written, up to 8 pages; **OR** up to 10 minutes of verbal or ASL commentary)

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

**CAPE Standard 5; Element 5B**

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## Step 4: Reflect

### I. 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 3.

**Note:** Your recorded response may be up to 6 minutes. Respond naturally and authentically to explain your learning and leadership development.

When responding to the prompts, consider your ability to provide [coaching](#), observation, and/or instructional feedback to support teacher growth.

1. Based on your experience in this coaching cycle, and the feedback you elicited from the volunteer teacher, reflect on your instructional coaching abilities during the post-observation meeting in Step 3. Refer to the volunteer teacher's feedback/input and evaluate your strengths and areas for growth in coaching and observing a teacher's practice and providing instructional feedback in relation to the agreed-upon [CSTP](#) element(s). Explain why you think you should work on them.
2. Reflect on and refer to evidence from Steps 1–3 to demonstrate how you were able to [facilitate](#) and maintain a two-way conversation throughout the coaching, observation, and instructional feedback cycle. How were you able to encourage teacher voice and ownership of their strengths and areas for growth based on evidence of practice in relation to the CSTP element(s), the video of instruction, and student work product(s)?
3. Informed by a continuous improvement mindset and focus on equitable leadership, reflect on your role (or future role) as an [equity-driven school leader](#). Discuss the potential impact of supporting teacher growth through coaching, observation, and/or instructional feedback.

### Evidence to Be Submitted

- ❖ **Part J:** Reflective Narrative (written, up to 4 pages; **OR** up to 6 minutes of verbal or ASL explanation)

## Step 4 Rubrics

### Rubric 3.6 — Step 4: Reflect

**Essential Question:** How does the candidate analyze their capacity to conduct a CSTP-focused coaching and observation process, based on their experience in this coaching cycle and feedback from the volunteer teacher, and refer to evidence to demonstrate their ability to facilitate and maintain a coaching partnership?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not provide an analysis of their capacity to support teacher development through CSTP-focused coaching and/or observation processes.</p> <p><b>OR</b></p> <p>Candidate does not use the volunteer teacher’s feedback regarding their coaching skills.</p> <p><b>OR</b></p> <p>Candidate does not reflect on or refer to evidence of how they facilitated and maintained a coaching partnership with the volunteer teacher.</p>	<p>Candidate minimally describes strengths and/or areas for growth in CSTP-focused coaching and observation.</p> <p>Candidate’s analysis provides cursory use of the volunteer teacher’s feedback.</p> <p>Candidate minimally reflects upon and/or vaguely refers to evidence of how they facilitated and/or maintained a coaching partnership with the volunteer teacher.</p>	<p>Candidate analyzes CSTP-focused coaching and observation strengths and clearly identifies areas for growth.</p> <p>Candidate’s analysis clearly draws on the volunteer teacher’s feedback and other learning gained throughout the cycle.</p> <p>Candidate clearly reflects upon and refers to evidence of how they facilitated and maintained a coaching partnership with the volunteer teacher.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate provides an extensive analysis of the volunteer teacher’s feedback to them regarding their coaching and observation abilities in planning and conducting the coaching cycle and discusses how they would change their future approach to coaching based on that feedback.</p> <hr/> <p><b>Level 5</b></p> <p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate explains how evidence-based practices or research related to coaching skills support teacher development and/or adult learning.</p>

**Source of Evidence:**

- **Part J:** Reflective Narrative (written, up to 4 pages; **OR** up to 6 minutes of verbal or ASL explanation)

**CAPE Standard 5; Elements 5A, 5C**

### Rubric 3.7 — Step 4: Reflect

**Essential Question:** How does the candidate, informed by a continuous improvement mindset and focused on equitable leadership, reflect on their role as an instructional leader acting as an instructional coach and reflect on the potential impact of coaching?

Level 1	Level 2	Level 3	Level 4
<p>Candidate does not demonstrate an awareness of the connection between equitable leadership and instructional coaching.</p> <p><b>OR</b></p> <p>Candidate does not reflect upon the potential impact of coaching, observation, and/or instructional feedback to support teacher growth.</p>	<p>Candidate vaguely reflects on and describes a minimal understanding of how instructional coaching and/or equitable leadership inform a continuous improvement mindset.</p> <p>Candidate minimally reflects upon the potential impact of coaching, observation, and/or instructional feedback to support teacher growth.</p>	<p>Candidate, informed by a continuous improvement mindset and focused on equitable leadership, clearly reflects on their role as a school leader acting as an instructional coach.</p> <p>Candidate clearly reflects upon the potential impact of coaching, observation, and/or instructional feedback to support teacher growth.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate cites specific evidence from the cycle, drawing on the volunteer teacher’s feedback and/or other collected evidence, to support their reflection and analysis of their capacity to be an equitable leader and an instructional coach.</p>
			<p><b>Level 5</b></p> <p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate cites evidence-based practices or research that support instructional coaching and observation as a viable and equitable strategy to support teacher growth and benefit students.</p>

**Source of Evidence:**

- **Part J:** Reflective Narrative (written, up to 4 pages; **OR** up to 6 minutes of verbal or ASL explanation)

CAPE Standard 2; Elements 2A, 2D

CAPE Standard 5; Elements 5A, 5C

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## 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 3 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 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 3 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.

Refer to the California Educator Credentialing Assessments website for more information on submitting your files using the ePortfolio system.

## 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 3 Submission Specifications

### Step 1: Investigate

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
<b>Part A:</b> Written Narrative: Coaching, Observation, and/or Instructional Feedback Practices at the School and the Volunteer Teacher	.docx; .odt; .pdf	1	1	up to 5 pages	<ul style="list-style-type: none"> <li>• Download template.</li> <li>• Use Arial 11-point type.</li> <li>• Single space with 1-inch margins on all sides.</li> </ul>

## Step 2: Plan

### Labeling Part D Evidence

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

- Clip 1-Teacher Needs, Lesson Plan Review, and CSTP Selection
- Clip 2-Observation Process and CSTP Data

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 evidence of your coaching. 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
<b>Part B:</b> Written Narrative: Classroom Context, Lesson, and Observation	.docx; .odt; .pdf	1	1	up to 4 pages	<ul style="list-style-type: none"> <li>• Download template.</li> <li>• Use Arial 11-point type.</li> <li>• Single space with 1-inch margins on all sides.</li> </ul>
<b>Part C:</b> Volunteer Teacher's Lesson Plan, Including Student Work Product Description	.docx; .odt; .pdf	1	1	N/A	
<b>Part D:</b> 2 Video Clips of the Pre-Observation Meeting	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	2	2	up to 6 minutes each	<ul style="list-style-type: none"> <li>• Before recording, verify permission from adults who appear in each video.</li> <li>• Be sure you and the teacher are visible in the video recording.</li> <li>• Ensure that the video recording is of sufficient visual and sound quality to serve as evidence.</li> </ul>
<b>Part E:</b> Commentary of the Pre-Observation Meeting (written or video commentary)	<b>Written:</b> .docx; .odt; .pdf <b>Video:</b> asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	1	<b>Written:</b> up to 8 pages <b>Video:</b> up to 10 minutes of verbal or ASL commentary	For written commentary: <ul style="list-style-type: none"> <li>• Download template.</li> <li>• Use Arial 11-point type.</li> <li>• Single space with 1-inch margins on all sides.</li> </ul>

### Step 3: Act

#### Labeling Part H Evidence

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

- If submitting 1 video clip, use the “Clip 1” label only.
- If submitting 2 video clips, use the “Clip 1” and “Clip 2” labels only.
- If submitting 3 video clips, use the “Clip 1,” “Clip 2,” and “Clip 3” labels.

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 evidence of your coaching. 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
<b>Part F:</b> Specific Notes from the Observation and/or Forms Used to Document the Observation Evidence Related to the CSTP Element(s)	.docx; .odt; .pdf	1	1	N/A	<ul style="list-style-type: none"> <li>• In one file, provide any notes and/or forms used to document the observation.</li> </ul>
<b>Part G:</b> Student Work Product Example(s) from the Lesson Used in the Post-Observation Meeting	<b>Written:</b> .docx; .odt; .pdf <b>Video:</b> asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	1	N/A	<ul style="list-style-type: none"> <li>• In one file, provide at least one example of a student work product from the lesson used in the post-observation meeting.</li> </ul>

(Continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
<b>Part H:</b> 1 to 3 Video Clips of the Post-Observation Meeting	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	1	3	up to 15 minutes total; a single clip should be at least 1 minute in length	<ul style="list-style-type: none"> <li>• Before recording, verify permission from adults who appear in each video.</li> <li>• Be sure you and the teacher are visible in the video recording.</li> <li>• Ensure that the video recording is of sufficient visual and sound quality to serve as evidence.</li> </ul>
<b>Part I:</b> Commentary of the Post-Observation Meeting (written or video commentary)	<p><b>Written:</b> .docx; .odt; .pdf</p> <p><b>Video:</b> asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v</p>	1	1	<p><b>Written:</b> up to 8 pages</p> <p><b>Video:</b> up to 10 minutes of verbal or ASL commentary</p>	<p>For written commentary:</p> <ul style="list-style-type: none"> <li>• Download template.</li> <li>• Use Arial 11-point type.</li> <li>• Single space with 1-inch margins on all sides.</li> </ul>

### Step 4: Reflect

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
<b>Part J:</b> Reflective Narrative (written or video explanation)	<p><b>Written:</b> .docx; .odt; .pdf</p> <p><b>Video:</b> asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v</p>	1	1	<p><b>Written:</b> up to 4 pages</p> <p><b>Video:</b> up to 6 minutes of verbal or ASL explanation</p>	<p>For written narrative:</p> <ul style="list-style-type: none"> <li>• Download template.</li> <li>• Use Arial 11-point type.</li> <li>• Single space with 1-inch margins on all sides.</li> </ul>

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## 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 Frameworks<sup>2</sup>

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.

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<sup>2</sup> 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.<sup>3</sup>

### California Preschool Curriculum Frameworks<sup>4</sup>

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/measures<sup>5</sup>

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

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<sup>3</sup> <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

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

<sup>5</sup> 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.

<sup>6</sup> 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>).

<sup>7</sup> 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 practice<sup>8</sup>**

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.<sup>9</sup> 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

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

<sup>9</sup> 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.”<sup>10</sup>

### 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.<sup>11</sup>

### 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.<sup>12</sup>

### 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.

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

<sup>11</sup> ELA/ELD Framework, 2014

<sup>12</sup> 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.<sup>13</sup>

## 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.

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<sup>13</sup> 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.”<sup>14</sup> 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).<sup>15</sup> 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.

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

<sup>15</sup> 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.<sup>16</sup>

## 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

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<sup>16</sup> 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.<sup>17</sup>

### **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 students<sup>18</sup> are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000):

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

<sup>18</sup> 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/](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)<sup>19</sup>**

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.

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<sup>19</sup> <https://udlguidelines.cast.org/>