School Leadership Academy

15-Month, Online Preliminary Administrative Credential Preparation Program

Accepting Applications for Cohort 8: Fall 2019
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For more information, visit our website:

https://rossier.usc.edu/pd/sla/

Colleen Dietz
Email: cdietz@usc.edu
Phone: 213.740.7775
Welcome!
Thank you for your interest in the University of Southern California Rossier School of Education

School Leadership Academy

We are looking for passionate educators for our Fall 2018 cohort!

If you are an experienced teacher or educational professional, enrolling in the School Leadership Academy is the natural next step in your career. The Academy program will prepare you for entry into a K-12 administrative leadership role such as school principal, head of school, assistant principal, curriculum coordinator, dean or lead teacher.

This credential program consists of rigorous coursework and fieldwork facilitated by USC faculty who have significant experience as teachers and educational leaders. Designed to fit the schedules of working professionals, classes are held online — 2 two-hour interactive classes, in real time, per week. There is approximately 8-10 hours of homework per week. Each semester, you will complete two courses.

Fieldwork, grounded in practice, is another part of this preparation program. You will be assigned a fieldwork coordinator through the program and will also be supervised by a credentialed administrator at your school or district. The program’s summative assessment will be based on projects that will require approximately 200 hours to complete.

If you are ready to prepare for an administrative leadership role, please complete the online application and/or contact the Program Administrator, Colleen Dietz at cdietz@usc.edu or 213.740.7775 for more information.

Darline P. Robles, PhD
Faculty Advisor, School Leadership Academy
Professor of Clinical Education, USC Rossier

Following successful completion of this 15-month online program and meeting the requirements of the California Commission on Teacher Credentialing, you will be recommended to the CTC for a Preliminary Administrative Credential.
**Program Overview & Course Descriptions**

The School Leadership Academy curriculum challenges candidates to critically examine contemporary issues confronting a variety of school types. During the 15-month online program, candidates draw from research, practice, and their own experiences as educators and work collaboratively to develop effective and sustainable strategies for school leadership.

The curriculum is aligned to the California Administrators Performance Expectations (CAPE) and is guided by the “Gap Analysis”, an educational psychology problem-solving framework. Courses support candidates’ abilities to master the CAPE standards and demonstrate the effective knowledge, skills, and dispositions to address the challenges and opportunities in leading today’s diverse California’s K-12 schools.

The School Leadership Academy is led by experienced and successful school administrators who have significant knowledge and skills in not only leading diverse school settings but also demonstrating the California Administrators Performance Expectations (CAPE) areas:

- development and implementation of a shared vision
- instructional leadership
- management and learning environment
- family and community engagement
- ethics and integrity
- external context and policy

**COURSES**

**EDUC 533x School Leadership: Theory and Practice**
Develop foundational knowledge and skills of the theories and principles of leadership. Apply those principles to identify and frame authentic problems of practice in elementary and secondary schools.

**EDUC 537x Leading with the Community and Culture in Context**
Create a positive culture of learning to promote student success. Learn how to implement strategies to engage diverse communities.

**EDUC 538x Entrepreneurial School Leadership**
Discover entrepreneurial opportunities in education and develop the skills and knowledge for entrepreneurial leadership to improve educational outcomes through real world examples from leading experts in the field.
COURSES CONTINUED

EDUC 548x Data Driven Leadership
Analyze, interpret, and use multiple and varied data sources to increase effectiveness of instruction and programs, improve student learning, and reduce or eliminate the achievement gap.

EDUC 549x Supervising Instruction for Optimal Learning
Apply theories of learning to evaluate curriculum and instruction. Develop methods to appropriate adult learning opportunities and experiences to improve student achievement and support equitable, quality instruction.

EDUC 641x Human Capital and School Organization
Manage, develop, and support the growth of the school’s leadership, organization, personnel, facilities and operations. Foster the knowledge and skills required to oversee areas such as budget, grounds, personnel, policy, and legal mandates.

EDUC 643x Advancing Community Support through Social Media
Diversify school and district communication strategies using social media. Address stakeholder needs and interests with specific objectives, strategies, assessment, and accountability measures.

EDUC 648x A and B Apprenticeship in School Administration and Leadership
Two semesters of supervised field experience in administrative areas of K–12 schools. Develop mastery of the California Administrative Performance Expectations (CAPE) through crafted and self-selected projects, need to arrange for an administrator at your school site to serve as your site supervisor for fieldwork. See page 11 for details.

CalAPA
All CTC approved preliminary administrative credential programs are required to participate in the California Administrators Performance Assessment (CalAPA). Through the CalAPA cycles, candidates demonstrate the knowledge and skills tied to the California Administrators Performance Expectations (CAPE), the California Professional Standards for Educational Leaders (CPSL), and the California Administrators Content Expectations (CACE) in order to receive the Preliminary Administrative Credential and serve as a school leader. Each candidate must complete fieldwork at their school site under the mentorship of a site supervisor. Please see Appendix for more information.
Application Instructions and Requirements

The School Leadership Academy is designed for individuals who have a passion for education and are committed to leading positive change for all educational stakeholders. The program is appropriate for educators and leaders who:

- Hold a valid teaching or PPS credential and submit to CTC upon recommendation
- Have at least three years of professional, full-time experience*

* Please note that in order to receive the Preliminary Administrative Credential from the CTC, you must have verification of five years of full-time experience. You must verify your years of experience to the CTC for your current and/or previous employer using the CL-41 Form provided by the CTC. You may enter the program with fewer than three years of professional, full-time experience, but your recommendation for the credential to the CTC will be delayed.

To apply for the School Leadership Academy, complete the online application found here:

**Bit.ly/USC-SLAC8**

The application consists of:

- Two application essays
- Your current resume
- Your current teaching and/or PPS credential
- One letter of recommendation from a current administrator
- $25 non-refundable, non-transferable application fee
- Phone interview following review of your application

Tuition Information

The cost is $10,000, which can be paid upfront or broken into four equal payments of $2,500 due prior to starting each term.
Application Instructions and Requirements (continued)

**Application Essays**

The essay portion of the application is your opportunity to tell us more about you as an educator and future school leader. Your responses should tell us who you are, how you arrived at this point and your career goals. You should include details and anecdotes about your expectations for the program and how they align with your professional goals as well as what you will bring to the program. Your essay responses will be referenced during the personal interview. Your essay questions are:

**Essay #1**
Describe your professional short-term (1-3 years) and long-term (3-5 years) goals and what experiences and life lessons influenced them. How could USC’s School Leadership Academy help you prepare for and achieve these goals?

**Essay #2**
The School Leadership Academy is designed to prepare candidates to lead diverse schools. What do you consider to be the essential knowledge, skills, and dispositions needed for this position and to what extent have you already begun to demonstrate these leadership attributes?

**Essay #3 (optional)**
Is there something else you’d like us to know about yourself in terms of your career motivations and goals that you were not able to adequately address in Essays 1 or 2?

Please respond to the two required essay prompts in detail. Before constructing your responses, take time to review information about the School Leadership Academy and reflect on your own professional experience and goals. It is recommended that you construct a response for each prompt that is a minimum of one, maximum of three, single-spaced, multi-paragraph page(s).

Please adhere to conventional spelling and grammar rules and be sure to use spell check! The rubric for the Application Essays can be found in the Appendix.

Each Essay must be uploaded as separate PDFs in the Application website.

https://rossier.usc.edu/pd/sla/
Application Instructions and Requirements (continued)

**Current Resume**

Please upload a PDF of your most current resume that includes your educational and professional background.

**Letter of Recommendation**

You will be asked to provide one Letter of Recommendation from an administrator who can speak to your leadership potential. This letter can be from the person who will supervise your fieldwork. Please upload a PDF.

Please review the Guidelines for Letters of Recommendation document found in the appendix and share that information with your recommender.

**Credential**

Upload a copy of your current valid credential. To access your California credential, follow the instructions provided by the CTC HERE

**Application Fee**

There is a one-time $25 application fee for our online form. Please follow the online prompts to enter your credit card information. Link to apply: Bit.ly/USC-SLAC8

**Interview**

Once your application has been reviewed, you will be asked to participate in a 30-minute phone interview. It will be scheduled in the evening during the workweek and held over the phone. During the interview you will be asked to describe your professional goals, share your leadership experiences, and clearly articulate your passion for learning, leadership, and growth.

**Admission**

Within 48 hours of your interview, you will be notified of your admission status. If admitted, you will be provided with an information packet with further details.
Appendix

Essay Application Rubric

Guidelines for Letters of Recommendation

Role of the Fieldwork Site Supervisor

State of California Commission on Teacher Credentialing: Administrative Services

Credential Requirements

CalAPA
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<tr>
<th>Writing</th>
<th>Development and Organization</th>
<th>Content</th>
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<td>Punctuation.</td>
<td>- Punctuation.</td>
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<td>- Grammar, syntax, spelling, writing, free of errors in presentation of professional, academic.</td>
<td>- Grammar, syntax, spelling, writing, free of errors in presentation of professional, academic.</td>
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<td>- Excellent understanding of standard academic conventions.</td>
<td>- Excellent understanding of standard academic conventions.</td>
<td>- Excellent understanding of standard academic conventions.</td>
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<td>- Multiple paragraphs.</td>
<td>- Clear and coherent narrative developed over conventions and style to communicate information.</td>
<td>- Clear and coherent narrative developed over conventions and style to communicate information.</td>
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<td>- Clear organization. Varied sentence and paragraph structure.</td>
<td>- Clear organization. Varied sentence and paragraph structure.</td>
<td>- Clear organization. Varied sentence and paragraph structure.</td>
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<td>- Consistently and accurately uses standard English.</td>
<td>- Consistently and accurately uses standard English.</td>
<td>- Consistently and accurately uses standard English.</td>
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<td>- Program topic clearly addresses the question.</td>
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<td>- Candidate fails to support with a few examples.</td>
<td>- Candidate fails to support with a few examples.</td>
<td>- Candidate fails to support with a few examples.</td>
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<td>- Compelling narrative, supported by articulate, well-articulated, logical, and well-reasoned.</td>
<td>- Compelling narrative, supported by articulate, well-articulated, logical, and well-reasoned.</td>
<td>- Compelling narrative, supported by articulate, well-articulated, logical, and well-reasoned.</td>
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<td>- Professional goals clearly articulated and aligned to learning and leadership.</td>
<td>- Professional goals clearly articulated and aligned to learning and leadership.</td>
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<td>- Discussion of learning, supported with well-developed philosophy of educational leadership.</td>
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Guidelines for Letters of Recommendation

to the USC Rossier School of Education’s School Leadership Academy

Please share these suggested guidelines with the person who has agreed to submit your letter of recommendation. They are not mandatory components of the letter. We are primarily interested in the summary estimates of a candidate’s general promise as a future school leader based on the recommender’s experience with the applicant. The more the recommendation reflects real knowledge of the applicant and his/her performance, the more useful the letter is to helping us decide about the admission of the applicant to the program.

Required element to address:
▪ Please be sure to indicate how long you have known the applicant and in what capacity.

Suggested elements to address:
▪ Commitment to the profession: Has the applicant proven him/herself to be committed to students and colleagues? If so, please provide examples.

▪ Ability to communicate: Is the applicant an effective writer? Does the written work submitted demonstrate a mastery of the conventions of English? Is the written material clear, well-organized and forceful? Is the applicant articulate in oral expression?

▪ Industry and self-discipline: To what extent is the applicant persistent, efficient and motivated? Is the applicant able to work independently? Is there any reason to doubt the applicant’s commitment as a student to an academic graduate-level program? Will he/she accept a challenge with self-confidence, admit mistakes and ask for help when needed?

▪ Personal achievements: Has the applicant sought or created opportunities to make use of his or her native ability and how effectively has he/she exploited them? How do the applicant’s achievements compare to those of his/her peers?

▪ Candidate’s insight into his or her own assets and liabilities: Will the applicant accept constructive criticism?

▪ Personal effectiveness: Does the applicant possess the qualities of maturity and personal adjustment to become a school administrator? Does the applicant enjoy the trust and respect of fellow students and peers? Would you be willing to work with the applicant on special projects related to this program?

▪ Potential for success: What is your prediction of the applicant’s probable performance in the program and after conclusion of the program? Does he/she have any specialized skill or know-how in the field? How does this applicant rate with other teacher leaders you know?
Role of the Fieldwork Site Supervisor

The participants in the USC Rossier School Leadership Academy are being prepared to meet the California Commission Teaching Commission Standards for the Preliminary Administrative Credential. This means they will be asked to demonstrate the capabilities of:

- Visionary leadership
- Developing a school culture and improving the instructional program
- Managing the organization
- Collaborating with families and communities
- Modeling ethics and building leadership capacity
- Responding to political, socio-economic, legal, and cultural contexts

The primary role of the Site Supervisor is to provide ongoing mentoring and coaching for the Candidate on his/her progress toward mastery of the California Administrators Expectations (CAPE). This role must be considered separate from the Site Supervisor’s evaluation of job performance, if the Site Supervisor also acts as the evaluator of the Candidate’s job performance. At the core of Fieldwork and the School Leadership Program is the candidate’s ability to participate in objective inquiry and critical reflection in order to develop the necessary leadership skills and knowledge. This is further outlined in the “SCHOOL LEADERSHIP ACADEMY: Site Supervisor and Candidate Signed Agreement” signed by the program participant, the Site Supervisor, the USC Fieldwork Coordinator, the USC Faculty Advisor, and the Program Manager.

Every participant in the program requires a supervisor for their field work apprenticeship experience. Through the eight months of Fieldwork within the 15-month program, the participant will be completing assignments that will accrue 200 hours of leadership practice. Program participants may do this work before or after school or during planning periods, as time is available. Naturally, for the participant to learn what it is like to be a site administrator, he/she needs your support and help. The participant will contact you at program start for a baseline report. He/she will update you about program content and how it might be applied in the context of your school. The formal Fieldwork starts later in the program.

Once fieldwork begins, you will work closely with the participant to plan, create and help implement projects, experiences and other related activities as part of an “Action Plan” that aligns to the California Administrators Performance Expectations (CAPE). The participant must demonstrate competency on each of the performance expectations, as evaluated by you—the Site Supervisor. You and the participant will receive the School Leadership Academy Fieldwork Handbook outlining important information, documents, and dates for the program. In the Fieldwork Handbook, the participant will be provided a list of possible activities but we are open to your suggestions for experiences that fit within the context of the site.

- Meet with the student at least every other week (15-20 minutes minimum) to give advice and feedback on the how the student is implementing their action plan.
- Collaborate with the student to identify and select ideas for a semester leadership project that could help the school site.
- Allow the candidate to shadow at the site, district, board, and/or community meetings, whenever possible so they can see all the work a site administrator does outside of school.
- Allow the candidate to participate in objective inquiry and critical reflection of the site.
- Sign off on the action plan/log five times throughout the two semesters of Fieldwork.
- Meet with the Fieldwork Coordinator a total of three times as a group via the online Learning Management System, and at least one time one-on-one mid-semester to review the candidate's progress.
- Provide ongoing written and oral feedback on Candidate’s progress toward mastery of the California Administrators Performance Expectations (CAPE)
- Hold an end of semester conference with the Fieldwork Coordinator via the USC Learning Management System to complete the final Administrative Services Candidate Competency Record of the candidate's leadership performance, giving feedback about the candidate's progress and growth areas.
California has a two-tier credential structure. A five-year preliminary credential is the first credential issued after an individual meets basic credential requirements. A clear credential is issued when all credential requirements have been completed.

The Administrative Services Credential authorizes the holder to provide the following services in grades 12 and below, including preschool, and in classes organized primarily for adults:

- Develop, coordinate, and assess instructional programs
- Evaluate certificated and classified personnel
- Provide students’ discipline, including but not limited to, suspension and expulsion
- Provide certificated and classified employees discipline, including but not limited to, suspension, dismissal, and reinstatement
- Supervise certificated and classified personnel
- Manage school site, district, or county level fiscal services
- Recruit, employ, and assign certificated and classified personnel
- Develop, coordinate, and supervise student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services

An individual must hold an Administrative Services Credential to provide the following services in grades preschool, K-12 and adults:

- Evaluate the quality and effectiveness of instructional services at the school site level
- Evaluate of certificated personnel employed at the school site level, with the exception of the site administrator
- Student and certificated personnel employee discipline services at the school site level

Individuals Prepared Outside of California

Individuals prepared out-of-state or in a country outside the United States or U.S. territories should refer to Commission leaflet CL-574, entitled Administrative Services Credentials for Individuals Prepared Out-of-State.

Requirements for the Five-Year Preliminary Credential

Individuals must satisfy all the following requirements:

1. Possess a valid prerequisite credential (see Terms and Definitions)
2. Complete one of the following:
a. A Commission-approved program of specialized and professional preparation in administrative services resulting in the formal recommendation of the program sponsor or,

b. A one-year Commission-approved administrative services intern program consisting of supervised in-service training resulting in the formal recommendation by the California college or university where the program was completed or,

c. Achieve a passing score on the California Preliminary Administrative Credential Examination (CPACE), administered by Evaluation Systems, Pearson
  - Passing examination scores must be used for credentialing purposes within ten years of the passing exam date*
  - Individuals who pass the above examination may apply directly to the Commission for the credential
  - Include an original score report showing passage of the examination with the application

3. Satisfy the basic skills requirement. See Commission leaflet CL-667, entitled Basic Skills Requirement, for additional information.

4. Complete five years of full-time experience (see Terms and Definitions)

5. Verify employment in an administrative position on form CL-777.

* The February 2015 administration of the CPACE was the final administration of the original exam. A revised version of the exam began to be administered July 8, 2015. Test scores from the original CPACE exam cannot be combined with scores from the revised CPACE to obtain the Preliminary Administrative Services Credential. Test scores from the original CPACE exam will remain valid for five years for certification from the passing exam date. See Coded Correspondence 17-01. For more information on administration of the CPACE, see the exam test web site http://www.ctcexams.nesinc.com/about_CPACE.asp.

An individual who has completed requirements 1–4 above but does not have an offer of employment in an administrative position may apply for a Certificate of Eligibility, which verifies completion of all requirements for the preliminary credential and authorizes the holder to seek employment as an administrator. The Certificate of Eligibility has no expiration date. Once securing an offer of employment, the holder of a Certificate of Eligibility may apply for the preliminary credential by submitting an application (form 41-4), a Verification of Employment Form (CL-777), and current processing fee to the Commission office.

Term of the Preliminary Credential
The valid period of the Preliminary Administrative Services Credential is limited by the expiration date of the prerequisite credential. The preliminary credential may be renewed for any time remaining up to the five full years allowed at the same time of renewing the prerequisite credential by submitting an additional application (form 41-4) and processing fee. However, if the prerequisite credential is valid for the full five year period from the issuance date of the preliminary administrative credential, the administrative credential will be valid for the full five year period upon issuance. For this reason, it may take one complete renewal cycle to align the dates of the prerequisite and administrative credentials. By the end of the five-year preliminary period, the holder must meet the requirements for the clear credential.

Requirements for the Clear Credential
Individuals must satisfy all of the following requirements:

1. Possess a valid Preliminary Administrative Services Credential (see Terms and Definitions)
2. Verify a minimum of two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential.

3. Complete a Commission-approved Administrative Services induction program and obtain the program sponsor’s recommendation for the credential. Enrollment in a clear administrative induction program is expected upon placement in an administrative position but must occur no later than one year from activation of the preliminary credential.

**Term of the Clear Credential**

The term of the clear credential may not exceed five calendar years and may be limited to expire with the prerequisite credential (see Terms and Definitions). The clear credential is renewable online.

**Appeal for Extension**

Individuals in need of additional time to complete program requirements may request a one-year extension by appeal. See [Credential Leaflet AL-3 Extension by Appeal for Credentials and Permits](#) for submission details.

**TERMS AND DEFINITIONS**

**Experience (to Earn a Preliminary Credential)**

Five years of successful, full-time experience in a public school, nonpublic school, or private school of equivalent status located in California or another state, or a combination of experience earned in California and another state. This experience may be teaching, pupil personnel work, librarianship, health services, clinical or rehabilitative services, or a combination of teaching and school services equal to five years. Substitute or part-time service does not apply. Verification of experience must be on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.

California public school employers encountering difficulty in recruiting a suitable candidate with the required five years of experience may request a waiver of up to two years of the required experience for the issuance of a Preliminary Administrative Services Credential. To qualify for the waiver, candidates must complete a Commission-approved Preliminary Administrative Services program, hold the appropriate clear or life prerequisite credential, and have been offered employment in an administrative position. The two-year experience waiver is not available to candidates who choose the examination route or for those applying for a Certificate of Eligibility. The six criteria required to waive up to two years of experience are found in [Coded Correspondence 13-08](#).

**Full-Time Service**

Full-time service means service for a minimum of four hours per day for at least three-fourths of the total days in the school year. Substitute or part-time service does not apply.

**Prerequisite Teaching Credential**

For the Administrative Services Credential, effective July 1, 2013, a prerequisite credential is defined as:

- A valid California clear or life teaching credential requiring a bachelor’s degree and a program of professional preparation, including student teaching; or

- A valid California clear or life Designated Subjects Teaching Credential, provided the holder also possesses a bachelor’s or higher degree from a regionally-accredited college or university or

- A valid clear or life California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential, requiring a bachelor’s degree and a program of professional preparation, including field practice or the equivalent.
Holders of any of the other Health Services Credentials, such as the school physician, dentist, dental hygienist, optometrist, clinical psychologist, and psychiatric social worker, do not meet this requirement.

**Administrative Services Clear Induction Program**
The Commission approved new standards for candidate preparation for the second tier of California’s Administrative Services Credential in February 2014. The new standards require completion of a two-year induction program for candidates who hold preliminary Administrative Services Credential, a program of professional learning and development that is site-based and job embedded. Candidates issued their initial preliminary Administrative Services Credential effective July 1, 2015 or later must complete an Administrative Services Clear Induction program for the clear Administrative Services Credential. The last date to admit candidates into a clear standards or guidelines based program under the 2001 standards was June 30, 2015 and candidates must complete those programs by June 30, 2017.

**Administrative Experience (to Earn a Clear Credential)**
Two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential. Verification of experience must be on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.

**Valid Preliminary Administrative Services Credential**
For the purposes of the Administrative Services Credential, the term “valid” means that the holder met the requirements to have held the preliminary credential which afforded the individual the opportunity to gain the necessary experience and to complete academic requirements to earn the clear credential. It does not mean that the document must be active date-wise when applying for the clear credential.

Reference: California Education Code 44270, 44270.5; Title 5, California Code of Regulations 80054

[Click here for Professional Preparation Programs for Administrative Services Credentials]
Focusing on instructional leadership and school improvement leadership, the CalAPA is designed to assess a candidate’s preparedness prior to entering school as an administrator.

Who will participate?
Every candidate in any CTC approved program in California will participate.

Those School Leadership Academy participants who begin the program in spring 2019 (Cohort 7) will participate in a non-consequential, non-graded, though still required, administration period of the assessment. The CalAPA will be fully operationalized in fall 2019; cohort 8 students will be part of this.

How do I sign up?
To sign up for the CalAPA, you will create an account in the online system. Details will be provided early on in the program regarding how to register with your unique voucher number.

What is the assessment like?
The CalAPA consists of three leadership cycles, each requiring you to investigate, plan, act, and reflect. Built into School Leadership Academy coursework, you will complete these cycles during specific courses, submitting sections of each cycle for instructor and peer coaching prior to submission to the CalAPA online platform. The cycles include:
- Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity
- Cycle 2: Facilitating Communities of Practice
- Cycle 3: Supporting Teacher Growth

Details regarding each of the cycles are available in the California Administrator Performance Assessment handbook as well as online. http://www.ctcpa.nesinc.com

What do I have to submit?
Submitted work will include evidence of leadership practice for each section in the form of written narratives and videos. You are responsible for having the appropriate materials and equipment to complete the tasks; this includes video recording equipment such as a cell phone or video camera. All components will be uploaded to D2L, and all final submissions are submitted to the online CalAPA platform managed by Pearson. Please save all submissions in a safe place should you need to access them again; once uploaded, you will not be able to retrieve nor access your submissions from the Pearson system.

When do I have to submit each cycle?
Since each cycle is built into School Leadership Academy coursework, you will be submitting assignments throughout the program; the goal is that by the time you finish the program, you will have completed each cycle. Candidates have 18 months from the time you register to complete the three CalAPA cycles with all of the submissions.

What does my school site need to know?
Your school site needs to know that you are working toward your Preliminary Administrative Credential and will be taking the required CalAPA. The leadership cycles require you to participate in school activities, access and gather data, plan and conduct meetings, observe and coach teachers, and identify and solve pressing problems of practice. You will need to speak with your school’s leaders about access to data, colleagues, and information related to instructional leadership and school improvement. Be sure to be upfront with school leadership and plan early to avoid any potential conflicts. Share the details of the leadership cycles, as your site supervisors may have ways in which to support you.

You may need to secure a consent form for any video you provide that includes minors. Please check with your school site and district regarding specific consent policies.
Can I get help on the leadership cycles?
There are very specific guidelines regarding ways in which instructors can offer guidance and assistance. You will have access to the rubrics, any exemplars provided by the CTC, and time during coursework to collaborate with your peers to receive coaching. Instructors are allowed to provide coaching, yet cannot assess your work against the CalAPA rubrics, edit your work, nor critique drafts. They can, however, make recommendations, explain the tasks, ask and answer questions, check in with your progress, and review any resources available to you.

There are several resources available to you online including templates, guides, and how-to videos. It is recommended that you preview these resources prior to beginning the leadership cycles.

Who assesses my submissions?
Trained educators located throughout California assess your submissions. Assessors hold administrative credentials, have experience as school leaders, and have undergone training through CalAPA.

How are the leadership cycles scored?
After final submission, your work will be assessed and scored based on the CalAPA rubrics. Individuals will receive feedback to help them gauge readiness to serve as school leaders.

The CalAPA will be fully operationalized in fall 2019. You must pass each of the Leadership Cycles within 18 months of registration. If you do not receive a passing score, you must make the necessary revisions and resubmit. Should you not pass any sections for any of the leadership cycles, you will have the opportunity to receive remediation and coaching. It is your responsibility to contact your instructor and the program administrator to seek guidance for this process.

Is there a fee?
It will cost $425 per candidate (Cycle 1:$125, Cycle 2:$150, Cycle 3:$150) to complete and pass the CalAPA.