

UNIVERSITY OF CALIFORNIA, BERKELEY and
UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

To: Tine Sloan, Chair
Marysol De La Torre-Esobedo, Vice-Chair
Mary Sandy, Executive Director

From: Nancy Parachini, Program Director, PLI, UCLA
Tonikaa Orange, Assistant Director, PLI, UCLA
Soraya Sablo Sutton, Director, PLI, UC Berkeley
Rebecca Cheung, Assistant Dean, Leadership Development Programs, UC Berkeley

Date: 8/24/2022

Re: Letter regarding Item 2D on August 2022 Agenda

As the directors of the Principal Leadership Institutes at UC Berkeley and UCLA, we have a long-standing commitment to developing high quality, equity-focused leaders for California's TK-12 public schools. We embrace policy initiatives that help us do our work better and foster a stronger school leadership corps across California. In particular, we uplift the CTC's strategic plan goals centered on Educator Quality as essential parts of improving schools for the most marginalized and historically underserved students in our state. With this spirit, we write regarding Item 2D on the August 2022 Agenda entitled "Revising CalAPA Standard Setting Study Findings and Passing Score Recommendations."

Since 2015 when the CTC first initiated the design of the CalAPA, representatives from UCLA and UC Berkeley Principal Leadership Institutes have actively participated in the design, pilot, scoring, and implementation process as the CalAPA represents a historic policy in administrative preparation in California. Thank you for inviting Dr. Tonikaa Orange to serve on the 2022 Standards Setting Panel. We write to convey two important points:

1. We support the final recommendations of the panel outlined on EPC 2D-10 for the academic year beginning on July 1st of 2023. In order for the CalAPA to be fully effective as a performance assessment, it is absolutely necessary to increase the passing scores. While the final recommendations are only a marginal, they represent a step in the right direction.
2. The data that was provided in the agenda item provide cautionary evidence and implications for CalAPA implementation moving forward. Of greatest note are 3 issues:
 - a. The modeling data describes the potential for producing disproportionate pass rates for disaggregated groups of candidates when the passing score is increased again in the future. The discrepancies are most notable around the 50% score and higher. Preventing this outcome requires acting now, rather than responding in the future.

- b. Researchers have proven that providing an implicit bias training is not sufficient for eliminating bias. Given the dependence on video submissions in this performance assessment, continued vigilance and protections to reduce and prevent assessor bias related to race, language, gender, and other identity traits remains critical and is related to 2a.
- c. Engaging with expert panels critically informs the design, revision, and continuous improvement of performance assessments.

Below we provide some suggestions for consideration related to 2a, b, and c.

Preventing Disproportionate Pass Rates

California is the most diverse state in the nation. Its diverse TK-12 student population deserves a diverse and highly prepared work force, including administrators. Thus, the prevention of disproportionate pass rates should begin now. As programs who have successfully trained almost 1500 leaders of whom more than 50% are leaders of color, we recommend the following prevention strategies:

- Elevate and prioritize the need for ASC programs to recruit and support diverse candidates to successfully pass the CalAPA and other program requirements in program standards and accreditation.
- Incentivize programs to build their capacity to successfully prepare diverse candidates to become effective administrators.
- Develop additional scoring pathways and/or structures that may increase and diversify the scorer pool.

Going Beyond an Implicit Bias Training

Implicit Bias has many forms including racial, gender, age, religion, and language. As scholars and researchers in culture, language, and leadership, we suggest the following strategies for going beyond the current training:

- Create a screening process for all assessors that incorporates bias testing. Include passing this screener as a part of the assessor requirements.
- Through an examination of historical scorer data, create a process for identifying and eliminating assessors who demonstrate bias on a consistent basis.
- Improve and revise the current assessor training so that elaborated examples of cultural communication can be incorporated.

Expert Panels Play an Important Role in Improving the CalAPA

In any assessment, key stakeholders and experts play a critical role. We appreciate the strategies outlined in Table 10 to support programs and candidates. We encourage the CTC to make a similar timeline for seeking key expert input related to improvements to the CalAPA as it did with the 2022 Standards Setting Panel. Other ways that experts in the field can be of use include:

- Developing a deeper understanding of how to build the capacity of programs to support diverse aspiring leaders.
- Developing a deeper understanding of bias prevention, especially in relation to video assessments.
- Continuing investigations into the short and long term impacts of the CalAPA that build on early studies such as the [study](#) published by WestEd in 2018 by Mattson, Kearney, Cheung, and Makkonen.

Ultimately, we share the same goal and hope for the CalAPA- to produce qualified, equity centered leaders for California's TK-12 schools. We urge the CTC to move forward in the implementation of the CalAPA with deliberation and intention. Thank you for considering our recommendations.