



CALIFORNIA
Preliminary Administrative
Credential Examination

CPACE–PERFORMANCE

Sample Test
Questions

Developed by the Evaluation Systems group of Pearson
and the Commission on Teacher Credentialing

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**CPACE–PERFORMANCE
SAMPLE TEST QUESTIONS**

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GENERAL DIRECTIONS

This test consists of two written assignments. For the first written assignment, you will be asked to review eight exhibits, including a video-recorded segment of a teacher’s instruction (12–15 minutes), and then provide a written analysis of the teacher’s effectiveness. In the second written assignment, you will be asked to review several exhibits related to a school and then provide a written analysis regarding the school leadership.

Read each assignment carefully before you begin to write. Think about how you will organize your responses.

You may use the erasable notebook provided to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the responses you type in the on-screen response boxes.** Remember to review what you have written to ensure that you address all aspects of each assignment, and make any changes you think will improve your responses. The final version of each response should conform to the conventions of edited American English.

You may NOT use any type of calculator or reference materials during the testing session.

Note: During your test session, you will need to view several associated exhibits for each assignment. To view the exhibits, click the Exhibits button on the right side of your screen. A pop-up window will appear. The pop-up window can then be resized and/or repositioned on your screen so the information can be accessed while completing your response. If you would like to view all exhibits, click the tabs at the top of the pop-up window.

INSTRUCTIONAL LEADERSHIP ASSIGNMENT

Assignment

Based on your observation of the video recording and your review of the class profile, lesson plan, prior walkthrough observations, student work samples, and teacher reflection, as well as your understanding of the California Administrator Performance Expectations, evaluate the effectiveness of Teacher A's classroom instruction, identify Teacher A's strengths and improvement needs, and describe how you would support Teacher A's professional growth and improvement.

Your response should address the following questions:

- **Engaging and Supporting Students in Learning**

Were the lesson objectives clear and reflective of California's state-adopted K–12 academic content standards and frameworks? To what extent was the teacher's instructional plan, including activities and materials, effective in promoting student engagement and student learning? To what extent did the teacher exhibit appropriate content-specific pedagogy in the lesson? Describe how the teacher addressed variations in learning needs and developmental levels of students including, if applicable, learning needs of English learners and students with special needs, within the lesson. Be specific and detailed in your analysis, citing evidence as appropriate from the video recording, artifacts, and documents.

- **Assessing Student Learning**

How effectively did Teacher A monitor student learning and provide feedback to students during the lesson? How did Teacher A assess student mastery of the learning objectives for the lesson/unit? How did Teacher A use the results of student monitoring and assessment? Be specific and detailed in your analysis, citing evidence as appropriate from the video recording, artifacts, and documents.

- **Developing as a Professional Educator**

Based on your analysis and on information provided in the artifacts and documents, explain one instructional strength demonstrated by Teacher A and identify two specific areas for improvement. As principal, what strategies would you recommend to Teacher A to improve the teacher's instruction? How would you use the information provided by Teacher A's self-reflection in your planning? How will the strategies you recommend lead to improved teaching and learning? How would you work with Teacher A to monitor professional growth and the impact over time on student learning?

Your response should be written for an audience of educators knowledgeable about educational leadership and should be approximately 1,000–1,200 words in length. Be specific and detailed in your response, citing evidence as appropriate from the video recording, artifacts, and documents to support your response and referencing relevant components from the California Teaching Performance Expectations.

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Your response will be evaluated on the degree to which you demonstrate your ability to effectively apply the California Teaching Performance Expectations to analyze and improve teaching and learning in a California K–12 classroom by using your administrative knowledge, skills, and abilities as defined by the California Administrator Performance Expectations.

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School Context

You are the principal of an elementary school located in a suburban district. Your school enrolls approximately 350 students in grades K–5 and has a history of student performance at or above statewide averages. Approximately 18% of the student population is Hispanic or Latino, approximately 11% is Asian, and approximately 61% is white, not Hispanic. Approximately 4% of the school's students are English learners, approximately 7% have been identified as students with special needs, and approximately 8% qualify for free or reduced-price lunches.

Currently, a majority of the school's teachers are rated as Proficient and Distinguished, and no teachers are rated as Unsatisfactory. The school has a history of low faculty turnover. In addition, the school enjoys a supportive school community and a very active parent-teacher organization.

You are preparing to observe the classroom of Teacher A, a first-grade teacher currently in her first year of teaching. Teacher A is new to the school community. She is well liked by her students and their parents/guardians. You have previously conducted two walkthroughs in her classroom. Teacher A provides you with her class profile and lesson plan in advance of the observation, as well as an activity sheet she plans to use as a summative assessment.

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Class Profile (provided by Teacher A)

Grade Level: 1st Grade Content Area: Social Studies Subject Matter: Our Country	Total Number of Students: 20 Number of Male Students: 9 Number of Female Students: 11 Age Range of Students: 6–7		
Percentage of students receiving free or reduced-price lunch: 7% Areas in which students live (check all that apply): <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural			
Ethnicity of Students	0 Black or African American 0 American Indian or Alaskan Native 0 Asian 1 Filipino 4 Hispanic or Latino 0 Native Hawaiian or Pacific Islander 15 White 0 Two or More Races 0 Other (specify) _____		
Language Proficiency of Students	0 Fluent English Proficient 3 English learner(s) 17 English only (native speakers)		
Identified Special Need Categories Represented	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> 0 Speech/Language Impaired 0 Hard of Hearing 0 Deaf 0 Visually Impaired 0 Deaf-Blind 0 Orthopedically Impaired 1 Other Health Impairment </td> <td style="width: 50%; border: none;"> 0 Established Medical Disability 0 Gifted/Talented 2 Specific Learning Disability 1 Autistic 0 Multiple Disabilities </td> </tr> </table>	0 Speech/Language Impaired 0 Hard of Hearing 0 Deaf 0 Visually Impaired 0 Deaf-Blind 0 Orthopedically Impaired 1 Other Health Impairment	0 Established Medical Disability 0 Gifted/Talented 2 Specific Learning Disability 1 Autistic 0 Multiple Disabilities
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The majority of students in the class are generally working at grade level in all subjects. Approximately one-third of the class is working above grade level, and a few students are working below grade level. Students are divided into three groups by reading ability, with approximately seven students in each group.

- The first group reads below grade level and receives 1:1 assistance and frequent reteaching. This group includes one English learner whose home language is Tagalog and one student with a specific learning disability.
- The second group reads at grade level. This group includes one English learner whose home language is Spanish and one student with a specific learning disability.

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- The third group reads above grade level and receives enrichment in reading. This group includes one student who is autistic and one student who is an English learner whose home language is Spanish.

Three students are English learners; two of these students speak Spanish at home and one speaks Tagalog. According to their CELDT scores, the student who speaks Tagalog and one of the students who speaks Spanish are in the Intermediate range and the other student who speaks Spanish is in the Advanced range. All of the English learners speak English well but have difficulty with verb tenses and some writing tasks, as well as some difficulties with comprehension.

Students identified with special needs receive varied support. One student has been medically diagnosed with attention deficit/hyperactivity disorder and receives support in the resource room 2–3 times per week, and two students receive assistance from a speech-language therapist who focuses primarily on social language. There is a paraprofessional in the class at all times to support a student who has autism and work with the student on socialization and self-control.

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Notes from Previous Walkthroughs (current year)

Walkthrough #1

Date: Tuesday, week 2

Time: 9:05 (start of lesson)

Activity: Whole-group instruction

Criteria	Notes
Demonstrates Knowledge of Content and Student Needs	Students seated near instruction
Classroom Is Organized and Clean	Spaces set up for specific purposes (circle time, group activities)
Instructional Objectives Visible	Objectives clearly written on whiteboard in front of the classroom; however, they were not mentioned
Classroom Management System Is Evident	Several students off task and/or poking at other students (specifically JD); behavior expectations repeated 3 times
Classroom Promotes Student Learning	Word wall
Students Are Engaged/ Actively Learning	Some students initiated transition task as soon as directions were given; others appeared to be waiting for more instructions
Uses Effective Instructional Strategies	Some interruptions to the lesson; good rapport with students

Additional Notes: Classroom is well organized, with a writing word wall and an area against the wall designated for student access to supplies. Students' desks are in groups of five. Teacher is beginning a whole-group math lesson. Objective is not mentioned or referred to. Several students are off task, shuffling through papers and supplies on the desk. One student raises her hand to answer three questions but is not called on. Several students are talking within their desk groupings. One student gets up to sharpen pencil.

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Walkthrough #2

Date: Friday, week 4

Time: 9:55 (near end of lesson)

Activity: Students working with peers

Criteria	Notes
Demonstrates Knowledge of Content and Student Needs	Manipulatives; students demonstrate a clear understanding of content
Classroom Is Organized and Clean	Space added for centers
Instructional Objectives Visible	Objectives clearly written on whiteboard in front of classroom and reviewed at end of lesson
Classroom Management System Is Evident	Class rules posted; two students with individual behavior management systems
Classroom Promotes Student Learning	Students knew the objective! Diverse pairings for partner work (abilities, culture, gender)
Students Are Engaged/ Actively Learning	Some students appear to be waiting for more instructions or help when the group is dismissed to begin task
Uses Effective Instructional Strategies	Students given breaks, opportunities to move around the classroom

Additional Notes: Room is appropriately organized for easy movement, easy access to materials, and safety. Lesson objectives and classroom rules and expectations are clearly written on the board and can be seen from throughout the classroom. As I enter, the whole class (and teacher) sit on the rug reviewing a science lesson. Following the review, directions for a science activity related to the content just reviewed are given. When the group is dismissed to begin the task, most students go directly to their seats to work with a peer. A few of the students linger on the rug, and two students leave the rug but do not go toward their seats. These students were off task during instruction. After a couple of minutes, Teacher A calls to them, reminds them of the directions, and points to the reinforcer chart.

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Lesson Plan (provided by Teacher A)

Lesson Title: United States Landmarks

Grade Level: Grade 1 Lesson 2

Unit of Study: Heroes and Symbols of Our Country

History-Social Science Standard:

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

Correlation to K–8 California-Adopted Textbooks:

Harcourt Brace: *A Child's Place*. Unit 3: My Country, My Heroes
McGraw-Hill: *My World*. Unit 5: It Happened in America.

Setting the Context:

U.S. landmarks are symbols that represent our country and our patriotism. Landmarks are associated with significant events or people that are part of our country's history.

Focus Questions:

- What is a symbol?
- What are some symbols, landmarks, and documents in the United States?
- What facts, people, and events are associated with these landmarks?

Expected Learning Outcomes:

- Students will identify six American landmarks.
- Students will explain one key fact associated with each landmark.
- Students will be able to color a map of the United States.

Assessment:

Students will answer questions during guided practice. They will color a map of the United States and label landmarks discussed during guided practice. At the end of the lesson, they will complete a worksheet that includes multiple-choice, fill-in, and open-response questions related to the landmarks.

Key Concepts:

There are different ways to honor our country. U.S. landmarks are examples of symbols that represent our country and our patriotism. Landmarks are associated with significant events or people that are part of our history.

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Essential Vocabulary:

- landmark
- monument
- symbols

Primary Sources:

- pictures of U.S. landmarks
- pictures of associated events and people
- books that detail events and people associated with landmarks

Visuals:

- pictures of landmarks and books at all levels that are related to the landmarks and the associated events and people
- souvenirs from various landmarks
- a bulletin board-sized map of the United States and a cutout of a bus to take the students on a "road trip" to visit monuments (The cutout bus is moved from landmark to landmark during the guided practice.)

Procedure

Anticipatory Set:

Ask students to name some landmarks they know or have visited. Tell them the class will be taking a road trip to visit some landmarks.

Making Connections:

The teacher reviews what symbols and landmarks are. Students discuss examples of symbols that they are familiar with from their lives and use their school and community to identify landmarks.

Vocabulary Activities:

The words *symbols* and *landmark* are written on a whiteboard in front of the class. The students discuss what each of them mean and give examples of U.S. landmarks.

After the assessment is collected, students will discuss their answers to the open-response question that asks them to identify their favorite landmark and tell why it is their favorite.

Guided Instruction:

The teacher presents souvenir and/or pictures of 6–8 landmarks. Students take turns going to the map and moving the bus to each landmark as the class discusses it. During the lesson, students share information they know about the landmarks and the teacher asks questions and gives them information about the landmarks and related people and events. When all of the landmarks have been visited, discussed, and labelled on the map, the students go to their seats and color a picture of the United States and label the landmarks that were discussed.

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Accommodations for English Learners:

- pre-teach vocabulary and build background knowledge
- writing frames and graphic organizers
- vocabulary cards (with visuals)
- supplementary text/multimedia related to general topic and specific landmarks
- supplementary materials in students' home language
- extra time to complete tasks
- directions read aloud

Source: California Department of Education. (2000). *History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento, CA: CDE Press.
Available: <http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

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The California Teaching Performance Expectations (TPEs)

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

Subject-Specific Pedagogy

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy

English Language Development in Relation to Subject-Specific Pedagogy

Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Source: Commission on Teacher Credentialing (2016). California Teaching Performance Expectations. Available: <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

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Teacher Observation Video

Click "Next" when the video clip ends to continue.

This exhibit for reference only. On actual exam, video screen would only appear before assignment.

Transcript of Teacher Observation Video

Teacher: Yesterday in our workout packet we talked a little bit—raise your hand if you can read this word. We talked a little bit about this.

Group: (inaudible)

Student: Landmark.

Teacher: Oh, let's raise your hand and I'm just gonna call on you. Joshua?

Student: Landmark.

Teacher: Who can tell me, raise your hand, what a landmark is? You remember? Peter?

Student: It's a special building or place.

Teacher: Building, or a place, or—it's a word that starts with an M. Alyssa?

Student: Money! Is it money?

Teacher: Do you know it?

Student: Monument.

Student: Monument.

Teacher: Um, Peter kind of shared it, yeah.

Student: Monument.

Student: Monument.

Teacher: Alyssa? I mean Alexa. Sorry, Alexa.

Student: (inaudible)

Teacher: Monument. Alyssa said it. A landmark. Okay, so today on our road trip, I was thinking that we could go visit some different American landmarks. How would you guys like that?

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Student: Like the President's Bridge or the Golden Gate Bridge!

Teacher: But there's so many! Look at this map. It's filled with them! But I picked a few, so we're just gonna go on a few today.

Group: (inaudible)

Teacher: So, first of all.

[Student gets up, goes to the map, and starts pointing out landmarks to his classmates.]

Student: (inaudible)

Teacher: Could you please have a seat now?

[Student continues talking to classmates.]

Teacher: Did I tell you to stand up? If you do that again, you're going to need to pull your name. That is not showing respect.

Student: But where are we going?

Teacher: Who could tell me, raise your hand, if you know where we live? Taylor, where do we live?

Student: In California.

Teacher: Do you want to come point on the map where we are? Do you know where we are?

Student: Um hmm.

Teacher: Where should we begin our road trip today? Where we're at right here in our class. Yep, right here. So we'll put our bus right here. Are we ready?

Student: (inaudible)

Teacher: (inaudible) Okay, boys and girls. There are some rules about our trip, our bus trip. In a bus, is it very kind to talk when someone else is talking?

Group: No.

Teacher: So if your bus driver is talking, are you supposed to be talking?

Group: No.

Teacher: If I call on somebody, only when they are talking, we should listen. Should we shout out our answers in our bus?

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Student: No.

Teacher: Tanner, what do you think we should do?

Student: We need to speak quiet in the bus (inaudible).

Teacher: And we should raise our hand, and then I can call on you. So now we've kinda got a little bit about the bus trip. You guys ready to go on our bus trip?

Group: Yeah.

Teacher: Okay, can I have you lift your hands up? Let's put our seat belts on. Swish! You ready to go?

Student: A bus doesn't have seat belts.

Teacher: Well, this bus does. We want to have a safe trip. So our very first place we're gonna go today in our bus trip. Hmm. Let's see if any of you can help me. I'll give you a hint. It's somewhere in California, and it's red, and it's really long—

Student: Ooh!

Teacher: Jonah?

Student: The Golden Gate Bridge!

Teacher: How did you know?

Student: It's right leading to San Francisco.

Teacher: That is exactly where we're going to go on our first place to visit. Here's a little tiny picture of it.

Student: I've been on it.

Teacher: Raise your hand if you've ever been to this Golden Gate Bridge.

Student: Uh, I think so.

Teacher: [Counting] One, two, three. A few of you have. And Jonah, do you want to tell us something about it?

Student: Um, it, it has two sides, one in, one out. And I really, really, really, really like it because it's really, really long.

Teacher: Let me tell you—

Student: Plus it had a sidewalk too.

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Teacher: Let me tell you a little bit about it. The Golden Gate Bridge was built in a place called San Francisco.

Student: Yep.

Teacher: Shhh. You need to raise your hand if you have something to say. It was the longest bridge when they built it. And they built it because there is the big city of San Francisco, and a lot of people wanted to go there. And the only way they could get to work in San Francisco was by a boat, was by boat, by ferries. And the people who wanted to get to the city were like, "Oh, we don't want to just take a boat. Is there any other way we can get to the city?" And they said, "Nope." So somebody, a man said, "I know! Let's build a bridge." And they said, "Across the water? That is HUGE!" The bridge is 1.7 miles long. That's a very, very long way. That's from here all the way past the McDonald's you just went to. A long ways. And they built a bridge in the water. And they painted it red, they made it with red, and they called it the Golden Gate Bridge. I'll read a little bit. "This huge, red bridge is in San Francisco, California. When it was finished in 1937, it was the longest bridge of its kind. It stands 220 feet out of the water." So that's our first destination.

Student: Wow.

Teacher: And I think—when you go on trips, what do you guys like to bring back? Raise your hand, what's something like you like to bring back from trips?

Student: Souvenirs?

Group: (inaudible)

Teacher: I like the first word that you said. What was it, what did you say we could bring back?

Student: Souvenirs.

Teacher: 'Cause I brought you guys—

Student: Can we keep the souvenirs?

Teacher: —a box with the souvenirs because Mr. Baker and Mrs. Stendahl aren't on the road trip with us today. Don't you think that they—don't you think that they want—that they want to see souvenirs of where we've been?

Group: Yeah.

Teacher: I think Mr. Baker would. He'd want to know where our first-grade road trip went. He's probably really jealous. He's probably thinking, "I wish I'd gotten to go with those first graders today." So we'll be very nice, and we'll bring back a souvenir for him. Let's think about it.

Student: What souvenir?

Teacher: The Golden Gate Bridge was built... where was it built again? Raise your hand.
Tanner?

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Student: San Francisco.

Teacher: And what's a bridge built over? McKenna?

Student: Um, water.

Teacher: It's built over water. So that might be a good souvenir that we could bring back. Ashley, what could we bring back?

Student: Um, a souvenir?

Teacher: Yeah, I was thinking. This is what I brought back from San Francisco.

Group: Water!

Teacher: I brought us back some of the ocean so we could show Mr. Baker our ocean. The ocean's not really blue, but if it was clear, then you wouldn't really see it, so I added a little bit of blue in our ocean for us today. So we have some of the ocean from our San Francisco trip.

Student: (Inaudible) actually gonna go on.

Teacher: All right, are you guys ready to go to our next place? Seat belts fastened?

Group: Swish!

Student: (inaudible)

Teacher: Can you go like this? Bbbbbbb!

Group: Bbbbbbb!

Teacher: Okay, our bus is kinda noisy. Buses like to make lots of noise. HMMmmmm!

Group: HMMmmmm!

Teacher: Errk! Stop! We're at the top of California. Was that a very long bus ride?

Group: No.

Teacher: That wasn't too long. See if you can guess where it's at. It has a picture of it. It's kind of near where my bus has stopped. It's something that we see... it's really green... Joshua?

Student: Trees.

Student: Sacramento!

Teacher: Trees! Do you know what kind of trees?

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Student: Don't squeal it!

Teacher: What?

Student: (inaudible) We're in Sacramento.

Teacher: Above Sacramento. Really high, really high north. It's way up in the very, very tippity top. But do you know what kind of... don't want to spoil it.

Student: Redwood.

Teacher: What kind of tree, Tanner?

Student: Redwood.

Teacher: We're at the Redwood National Forest.

Student: (inaudible)

Teacher: And I forgot at Golden Gate Bridge to take pictures, but we took pictures of the Golden Gate Bridge because at the end of our trip, we want to make a scrapbook of all of our pictures, so we took some pictures. Now, let's see. Who can tell me, what's the difference between a redwood tree and a regular tree? Redwood tree? Mia? Do you know, do you know anything about redwood trees?

Student: I know!

Teacher: Brennan?

Student: They're very taller, very taller than the regular trees.

Teacher: Right. A redwood tree is—

Student: I know a fact about redwood trees.

Teacher: Jonah, when we have something we want to say, what shall we do?

Student: Raise our hand.

Teacher: Thank you. Look at this picture. This is a redwood tree. And lookit... this is at the very bottom of the redwood tree. Look at how tiny we are compared to the redwood tree. The Redwood Tree National Forest—the redwood tree—that's where our, where we went. The redwood tree is actually California's state tree. And the redwood trees are SO big!

Student: (inaudible)

Teacher: Do you see the trees? Let me show you another one.

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Student: (inaudible)

Teacher: Here is a regular tree. Some of you—how many of you have a tree in your yard? Raise your hands.

Student: I have two.

Teacher: Here's your regular tree compared to the redwood tree. Do you see how big that is? That's the difference. And here's some more. So this was just a quick trip, because I just wanted to let you know the redwood trees, the Redwood National Forest, those are our state tree. And so the redwood trees are the largest trees in the world. They are so big. Actually, can I tell you a secret? If eight of us stood up and held hands, that's how big around the bottom of the tree is. So I'm going to see if I can have eight of my friends—we will have Jacob stand up, Jonah stand up, McKenna stand up, Tanner, Joshua, Ashley—one, two, three, four, five, six—Ainsley, and Morgan.

Group: (inaudible)

Teacher: I checked—I checked—I picked my friends from the outside because I want you all to hold hands.

[The chosen students all hold hands.]

Teacher: This, boys and girls, this is how big around if you spread out, this is how big around a big redwood tree is. That's how big the bottom of it is. Isn't that so big? All right, have a seat.

[Students resume their seats.]

Teacher: Can I see you straight and tall, sitting up and ready to go?

Student: Let's drive.

[While a teacher speaks quietly to a student, the rest of the students start talking.]

Student: Can I share a fact about redwood trees?

Teacher: I'm sorry, I can't go on.

Student: Can I share a fact about redwood trees?

Teacher: I need you sitting down.

Student: Um, you know the largest redwood tree I think is 170 feet tall. I think, um, I think um, the, the tallest redwood tree is, is even taller than the Statue of Liberty, the Golden Gate Bridge... no, this is how tall the tallest redwood tree is. Um, um, um, it's the President's Bridge, the Golden Gate Bridge AND the, the, uh, the White, not the White House, but the Statue of Liberty combined.

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Teacher: Um, those, this redwood tree? I'm not sure. We'll have to check on that.

Student: The tallest.

Teacher: The tallest one?

Students: I think it is.

Teacher: Okay, boys and girls.

Student: And you can drive through it.

Teacher: Yeah, you can drive through. I forgot to tell you that. Our bus could go inside the tree. They carve out the bottom of the tree and then cars can even drive through it. Thank you, Jonah, for that fact. Okay, so raise your hand if you—

Student: Can we take pictures?

Teacher: Ooh, we have to take some pictures, thank you. I'm gonna ask a volunteer to help me take a picture this time. But I'm only going to call on you if you're sitting up straight and tall. Austin, can you show me how to sit? Thank you. I'm thinking... Mikayla, would you like to take our pictures for us? Just take some pretend shots. Of the big trees. Oh, the BIG trees! Thank you very much.

Student: (inaudible) the trees.

Teacher: Now, what kind of souvenir do you think we could bring back from the redwood tree forest? Jonathan?

Student: We could bring a piece of bark?

Teacher: Oh! Exactly! I'm going to be so kind, and I'll let, I'll let you guys pass this around. This is our souvenir—

Student: Is this actually from a redwood tree?

[Teacher signals for quiet with a finger to mouth.]

Teacher: No, it's not actually from the redwood trees, but we're just pretending, because we're on a pretend trip. So here's bark from a redwood tree that we saw, so we can show Mr. Baker and Mrs. Stendahl, and pine needles, because redwood trees are a pine tree. Pine needles and... a pine cone! So—but if you pass it around, this is how I want you to do it. I'm gonna start it off with Ainsley. Ainsley is going to just, just quickly she can touch it, and feel it, and pass it to Mia, and we're just gonna pass it along.

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Representative Student Work Samples

SOCIAL STUDIES TEST

Name: Student A

Directions: Circle or fill in the correct answer.

1. What bird is a symbol of America?
Eagle
2. How many stars does the flag of the United States have today?
0
13
50
100
3. What do the stars on the American flag stand for?
States
4. The Liberty Bell is in:
Philadelphia
Washington, D.C.
New York City
Boston
5. The Statue of Liberty is a symbol of:
Freedom
6. The United States Constitution was written by:
Benjamin Franklin
Abraham Lincoln
George Washington
James Madison
7. What landmark does the president live in?
White house
8. Mount Rushmore is a monument of how many presidents?
1
2
4
6
9. Why was the Golden Gate Bridge built?
To go to San Francisco
10. If you could create a United States symbol or landmark, what would you create? Why?
The place where something important like the airplane or the car was invented would be a good landmark where people would come to visit.



CPACE–PERFORMANCE Sample Test Questions

SOCIAL STUDIES TEST

Name: Student B

Directions: Circle or fill in the correct answer.

1. What bird is a symbol of America?
The eagle
2. How many stars does the flag of the United States have today?
0
13
 50
100
3. What do the stars on the American flag stand for?
All the states
4. The Liberty Bell is in:
Philadelphia
 Washington, D.C.
New York City
Boston
5. The Statue of Liberty is a symbol of:
Freedom in America
6. The United States Constitution was written by:
Benjamin Franklin
Abraham Lincoln
George Washington
 James Madison
7. What landmark does the president live in?
The White House
8. Mount Rushmore is a monument of how many presidents?
1
2
 4
6
9. Why was the Golden Gate Bridge built?
To help get to San Francisco
10. If you could create a United States symbol or landmark, what would you create? Why?
I would make a landmark in the Sierra Mountains because they are beautiful and important for all Americans to see.



CPACE–PERFORMANCE Sample Test Questions

SOCIAL STUDIES TEST

Name: Student C [English learner]

Directions: Circle or fill in the correct answer.

1. What bird is a symbol of America?
bald eagles
2. How many stars does the flag of the United States have today?
0
13
50
100
3. What do the stars on the American flag stand for?
united states
4. The Liberty Bell is in:
Philadelphia
Washington, D.C.
New York City
Boston
5. The Statue of Liberty is a symbol of:
A lady
6. The United States Constitution was written by:
Benjamin Franklin
Abraham Lincoln
George Washington
James Madison
7. What landmark does the president live in?
white houses
8. Mount Rushmore is a monument of how many presidents?
1
2
4
6
9. Why was the Golden Gate Bridge built?
to be travelling easy to San Francisco
10. If you could create a United States symbol or landmark, what would you create? Why?
A big place people could come to learn America.



Teacher Reflection

This lesson incorporated multiple learning styles (auditory, visual, and kinesthetic) and reached all learners. The students enjoyed the idea of going on a bus trip and were excited to learn about the landmarks. For the most part, the students were engaged and on task. Although I felt that the learning environment was chaotic at times and I was not sure if the students were going to achieve the learning goal, the majority of the class scored 100% on the summative assessment. I am pleased with this result, which indicates that the students were engaged and objectives were met.

There are some things that I could have done to improve the lesson. For example, I planned too much instruction for a short amount of time. In the future, I will be more aware of the time needed to get through a lesson and will allow more time for students to ask questions and share. Given the scores on the assessments, I think that I could have set higher expectations or had extension activities that were a bit more challenging.

During this lesson, I did most of the talking. Although students were engaged, at points some students were shouting out, which interfered with the students who were raising their hands. As a result, some students did not have the opportunity to be acknowledged. When I saw the students were getting restless, I made adjustments by letting them stand up and stretch. This was effective for most students, but some students had a difficult time refocusing, which interfered with the focus of the lesson.

In the future, I will spend some time before the lesson reminding students of appropriate classroom behavior. I will also shorten the amount of time I expect students to sit, in order to minimize disruption and maximize learning. I would improve this lesson, especially for my students who are English learners, by incorporating a hands-on activity, such as a project or learning centers, to be used as a learning activity or assessment. I would also spend some time before the lesson familiarizing English learners with background knowledge to help them understand the concepts in this lesson, using supplemental materials such as books with pictures.

Overall, I think that this was a good lesson and that my instructional delivery was effective. In the future I could improve my lessons by incorporating additional classroom management strategies, increasing the rigor of the lesson, and introducing additional activities.

CPACE–PERFORMANCE Sample Test Questions

SCORING CRITERIA FOR INSTRUCTIONAL LEADERSHIP ASSIGNMENT

Performance Characteristics

Engaging and Supporting Students in Learning: The extent to which the response reflects an accurate and appropriate assessment of the teacher’s effectiveness in engaging and supporting students in learning.

Assessing Student Learning: The extent to which the response reflects an accurate and appropriate evaluation of the teacher’s effectiveness in assessing student learning.

Developing as a Professional Educator: The extent to which the response reflects an accurate and appropriate understanding of the teacher’s development needs, identifying strengths and areas for improvement, and recommending strategies to foster and monitor growth as an effective educator.

Engagement and Support: The extent to which the response reflects engagement with the materials provided and is supported with examples, evidence, and rationales drawn from the materials.

Score Scale

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough understanding of the materials provided and mastery of relevant knowledge, skills, and abilities across CPACE Performance Expectations in Domain II.</p> <p>The response reflects an <i>accurate and appropriate</i> assessment of the teacher’s effectiveness in engaging and supporting students in learning. There is a <i>detailed</i> explanation of <i>all</i> elements, including the lesson objectives’ clarity and reflectiveness of K-12 academic content standards and frameworks, the effectiveness of the instructional plan in promoting student engagement and learning, and the appropriateness of content specific pedagogy. There is an <i>accurate and detailed</i> description of how the teacher addressed variations in learning needs and developmental levels. The assessment is supported by <i>specific, high-quality, and relevant</i> examples from the observation and the artifacts.</p> <p>The response reflects an <i>accurate and appropriate</i> evaluation of the teacher’s effectiveness in assessing student learning. There is a <i>detailed</i> explanation of <i>all</i> elements, including how well the teacher monitored learning and provided feedback during the lesson, assessed student mastery of the learning objectives, and used the results of student monitoring and assessment. The evaluation is supported by <i>specific, high-quality, and relevant</i> examples from the observation and the artifacts.</p> <p>The response reflects an <i>accurate and appropriate</i> understanding of the teacher’s development needs, identifying strengths and areas of improvement, and recommending strategies to foster and monitor growth as an effective educator. The strategies to improve the teacher’s instruction are appropriate, effective, and <i>thoroughly</i> supported. The response includes <i>specific, relevant</i> explanations of how the strategies will benefit instruction and student learning.</p> <p>The response reflects a <i>deep</i> engagement with the materials provided, including analysis of the exhibits and synthesis of information across exhibits. Classroom observation, improvement strategies, and professional growth strategies are <i>strongly</i> supported with appropriate, relevant examples, evidence, and rationales drawn from the materials provided.</p>

CPACE–PERFORMANCE Sample Test Questions

SCORE POINT	SCORE POINT DESCRIPTION
3	<p>The "3" response reflects a general understanding of the materials provided and command of relevant knowledge, skills, and abilities across CPACE Performance Expectations in Domain II.</p> <p>The response reflects an <i>adequate</i> assessment of the teacher’s effectiveness in engaging and supporting students in learning. There is a <i>competent</i> explanation of the elements. There is a <i>generally accurate</i> description of how the teacher addressed variations in learning needs and developmental levels. The assessment is supported by <i>adequate, generally relevant</i> examples from the observation and the artifacts.</p> <p>The response reflects an <i>adequate</i> evaluation of the teacher’s effectiveness in assessing student learning. There is a <i>competent</i> explanation of <i>the</i> elements. The evaluation is supported by <i>adequate, generally relevant</i> examples from the observation and the artifacts.</p> <p>The response reflects an <i>adequate</i> understanding of the teacher’s development needs, identifying strengths and areas of improvement, and recommending strategies to foster and monitor growth as an effective educator. The strategies to improve the teacher’s instruction are appropriate, effective, and <i>generally</i> supported. The response includes <i>adequate, generally relevant</i> explanations of how the strategies will benefit instruction and student learning.</p> <p>The response reflects <i>adequate</i> engagement with the materials provided, including analysis of the exhibits. Classroom observation, improvement strategies, and professional growth strategies are <i>adequately</i> supported with <i>generally</i> appropriate and relevant examples, evidence, and rationales drawn from the materials provided.</p>
2	<p>The "2" response reflects a limited understanding of the materials provided and command of relevant knowledge, skills, and abilities across CPACE Performance Expectations in Domain II.</p> <p>The response reflects a <i>limited</i> assessment of the teacher’s effectiveness in engaging and supporting students in learning. There is a <i>partial</i> explanation of <i>some of</i> the elements. There is a <i>partial</i> description of how the teacher addressed variations in learning needs and developmental levels. The assessment is supported by <i>few relevant</i> examples from the observation and the artifacts.</p> <p>The response reflects a <i>limited</i> evaluation of the teacher’s effectiveness in assessing student learning. There is a <i>partial</i> explanation of <i>some of the</i> elements. The evaluation is supported by <i>few relevant</i> examples from the observation and the artifacts.</p> <p>The response reflects a <i>limited</i> understanding of the teacher’s development needs. The strategies to improve the teacher’s instruction are <i>partially</i> appropriate and/or effective; support is <i>limited</i>. The response includes <i>partially relevant</i> explanations of how the strategies will benefit instruction and student learning.</p> <p>The response reflects a <i>shallow or limited</i> engagement with the materials provided. There is <i>limited</i> support for classroom observation, improvement strategies, and professional growth strategies; examples, evidence, and rationales may not be appropriate, relevant, or drawn from the materials provided.</p>
1	<p>The "1" response reflects little or no understanding of the materials provided or command of relevant knowledge, skills, and abilities across CPACE Performance Expectations in Domain II.</p> <p>The response reflects <i>little or no</i> accurate and/or appropriate assessment of the teacher’s effectiveness in engaging and supporting students in learning. There is <i>little or no</i> explanation of the elements. There is <i>little or no</i> description of how the teacher addressed variations in learning needs and developmental levels. The assessment is supported by <i>no or few</i> examples from the observation and/or the artifacts.</p> <p>The response reflects a <i>weak</i> evaluation of the teacher’s effectiveness in assessing student learning. There is <i>little or no</i> explanation of <i>the</i> elements. The evaluation is supported by <i>no or few</i> examples from the observation and/or the artifacts.</p> <p>The response reflects <i>little or no</i> understanding of the teacher’s development needs. The strategies to improve the teacher’s instruction are <i>inappropriate</i> and/or <i>ineffective</i>; support is <i>weak</i>. The response includes <i>little or no</i> explanation of how the strategies will benefit instruction and student learning.</p> <p>The response reflects <i>little or no</i> engagement with the materials provided. There is <i>little or no</i> support for classroom observation, improvement strategies, and professional growth strategies. Examples, evidence, and rationales that are included are <i>inappropriate, irrelevant, and/or not drawn</i> from the materials provided.</p>

CPACE–PERFORMANCE Sample Test Questions

STRONG SAMPLE RESPONSE FOR INSTRUCTIONAL LEADERSHIP ASSIGNMENT

Engaging and Supporting Students in Learning

Teacher A's lesson objectives were reflective of California's adopted academic standards for first grade (lesson plan). The objectives were visible on the students' workout packet and Teacher A reviewed Essential Vocabulary words *landmark* and *monument* with the students during the motivation portion of the lesson (video). Neglecting to identify objectives with students has been noted and discussed with Teacher A (notes from previous walkthroughs).

Teacher A's instructional plan was designed to meet History-Social Science Standard 1.3 and accompany the state-adopted textbooks (lesson plan). However, there was a discrepancy between the written plan and the actual lesson observed. For instance, the Focus Questions (lesson plan) were not asked in the lesson (video). The Expected Learning Outcomes were not reflected in the lesson (video) or on the Social Studies Test (student work samples). Several planned events did not occur in the lesson observed including the following:

- Explaining the Key Concepts of the lesson,
- Vocabulary Activities,
- Coloring a picture of the United States and label the landmarks discussed in the lesson, and
- Accommodations for English Learners (lesson plan, video, student work samples).

The instructional plan, including activities and materials, was partially effective in promoting student engagement and learning because several important steps were not completed in the procedures portion of the lesson plan and classroom management issues occurred, which affected time on-task behaviors (lesson plan, video, teacher reflection).

Appropriate content-specific pedagogy was evident in the lesson including asking questions, checking for understanding, using visual aids, and engaging students by pretending to go on a bus trip to visit landmarks (lesson plan, video). Developmentally inappropriate pedagogy was observed including Teacher A doing most of the talking, students off-task with many verbal reminders, and unrealistic expectations for the amount of time first graders can sit and listen (video, teacher reflection).

Teacher A's class includes three English Learners (EL), two students with Specific Learning Disabilities, one student with attention deficit/hyperactivity disorder, and one autistic student with full-time paraprofessional (class profile, walkthroughs). One-third of the class is above grade level in reading and one-third is at grade level in reading (class profile). Teacher A had planned for differentiating instruction for her ELs (lesson plan) but these actions were not observed (video). Teacher A noted that the students did well on the Social Studies Test (student work sample) and "I think I could have set higher expectations or had extension activities that were a bit more challenging" (teacher reflection). Variations in learning needs were not addressed in the final work product (student work sample) as all students completed the same assignment without any modifications or extension activities.

CPACE–PERFORMANCE Sample Test Questions

Assessing Student Learning

During the lesson, Teacher A monitored learning through questioning and provided minimal feedback to students. Teacher A asked multiple questions throughout the lesson; however, they were not higher-level thinking questions. For instance, “Who can tell me what a landmark is?” and “Who could tell me if you know where we live?” (video) which require simple recall. Teacher A’s feedback to the students consisted of comments on behavior, not on learning (video).

Planned assessment included answering questions during guided practice, coloring a map of the United States and labeling landmarks discussed during guided practice, and completing a worksheet (lesson plan). Students’ mastery of some of the learning objectives for this lesson was met during the lesson, for instance answering verbal questions and completing a worksheet (lesson plan, student work samples, video). The map was missing from the lesson (video) and the Expected Learning Outcomes (lesson plan) were not observed (video).

Teacher A minimally used the results of student monitoring during the lesson to guide her instruction. Teacher A used the results of the end of lesson assessment (student work samples) to ascertain that the lesson objectives had been met (teacher reflection).

Developing as a Professional Educator

One of Teacher A’s instructional strengths is planning an appropriate lesson (lesson plan, teacher reflection) that reflects state standards, demonstrates a logical progression, and allows for accommodations for EL students. Teacher A was organized and prepared (video).

Two specific areas for improvement are classroom management and differentiating instruction.

As principal, I would recommend several classroom management strategies. To begin a lesson, objectives should be clearly posted, read aloud, and students should chorally read them aloud. Students are then focused on the lesson. The teacher can integrate technology to assist with time management by using the Smart Board to display the Focus Questions, Making Connections, and Vocabulary Activities—all of which were planned for but not delivered. Technology can engage students with the lessons with visuals and interactive features and help to minimize behavioral issues. Some students were off-task during the lesson which can be prevented by reminding students of expectations, providing consistent and frequent feedback and clear communication, and following through with positive and negative consequences.

I would recommend differentiating instruction to meet the needs of all learners. One way to accomplish this is through questioning techniques. Teachers can vary questions from recall and comprehension to higher order thinking skills, such as evaluation and analysis. Another strategy is to use small groups. After presenting the lesson to the whole class, Teacher A can group students strategically to give ELs and special needs students more support and advanced learners can be provided with challenging content and activities.

In my planning, I noticed Teacher A admitted that the learning environment was “chaotic at times.” This indicates awareness of off-task behaviors exhibited by some students and that Teacher A would be receptive classroom management strategies. Teacher A acknowledged ways to improve the lesson through hands-on activities, building background knowledge for the EL students, and increasing rigor for advanced students. These improvements can be made with differentiating strategies.

CPACE–PERFORMANCE Sample Test Questions

These recommendations will lead to improved teaching and learning by increasing time on-task, structuring the lesson with technology to ensure all lesson components are completed, and meeting the needs of all learners.

I would work with Teacher A to develop a plan that would include goal setting, professional growth opportunities, observing other teachers, and follow-up meetings and observations. It is important to encourage and support new teachers.

SCHOOL LEADERSHIP ASSIGNMENT

Assignment

Based on your review of the overview of King Street High School and of the supporting documentation and artifacts, including selected student demographic data, accountability data, standards-based test results, faculty data, survey data, and communications, as well as your understanding of the California Administrator Performance Expectations, respond to the following questions. Your response should analyze and synthesize information contained within the documentation and artifacts, rather than simply restate this information. You should also cite specific evidence from the documentation and artifacts to support your point of view.

- **Identifying School Accomplishments and Needs**

What are two school strengths at King Street High School? What are two issues that negatively impact instruction and student learning? Describe in detail each of the two issues that negatively impact instruction and student learning, citing specific supporting information from the range of documentation and artifacts provided.

- **School Improvement, Instructional, and Organizational Leadership**

As principal, how would you address the two issues you have just described? Think about school goals, available resources, who should be involved in the process, how and why they should be involved, and how your improvement plan will promote improved student learning.

- **Monitoring the Improvement Plan**

What specific indicators of progress would demonstrate that your plans are producing the intended results? What process would you use to monitor improvements in instruction and student learning outcomes? Who would be involved in the progress-monitoring process? How and why would they be involved? How would you communicate progress to the larger school community (e.g., parents/guardians, community members)?

Your response should be written for an audience of educators knowledgeable about educational leadership and should be approximately 1,000–1,200 words in length. Be specific and detailed in your response, citing evidence as appropriate from the school overview, documentation, and artifacts to support your response and referencing relevant components from the California Administrator Performance Expectations.

Your response will be evaluated on the degree to which you demonstrate the ability to review information about a school and identify critical improvement issues; to support your point of view with specific information relevant to the issues identified; to develop an effective action plan to address the issues; and to monitor immediate and long-range outcomes of the improvements in instruction, student learning, and overall school progress. Your response should demonstrate your educational leadership knowledge, skills, and abilities across the California Administrator Performance Expectations.

School Overview

You are the new principal at King Street High School, located in a suburban area to the east of California's San Francisco Bay. King Street is one of three high schools in a unified district that serves a culturally, linguistically, and socioeconomically diverse community. District enrollment increased steadily for over a decade but has since leveled off and remained at approximately 12,000 students for the past three years. Districtwide, student achievement on statewide standards-based tests is below state averages by approximately 5–15 percentage points. The district requires all teachers to hold an English learner authorization.

King Street High School opened in the 1950s. The school currently enrolls approximately 1,800 students in grades 9–12, and enrollment is generally reflective of the district's diversity. Historically, student achievement at the school has been strong in most subject areas, and although the school's graduation rate has declined slightly over the past three years it remains above 90%. Faculty and staff turnover at King Street has remained relatively low. The campus includes the original school buildings, as well as new buildings and portable classrooms. King Street recently expanded the number of classrooms, added four new science labs, and upgraded its instructional technology. The facility and campus are generally well maintained and have been rated as Good in recent inspections.

King Street's vision emphasizes commitment to academic excellence for all students. Student scores on statewide standards-based tests are generally near or above district averages. The previous administration established four Small Learning Communities (SLCs) within the school to expand academic opportunities for all students; encourage connections between students and faculty, and across student groups; and promote college and career readiness for all students. Students at King Street choose an SLC by the end of 10th grade and take courses in the SLC of their choice in grades 11 and 12. In addition, the school's career and technical education offerings were updated, additional sections of Advanced Placement® (AP®) and Honors courses were opened, and new visual and performing arts electives were added.

As you prepare to begin your first year as principal at King Street High School, you review all relevant data pertaining to student demographics and achievement. You also review perception survey data, faculty data, documents regarding academic programs, and a memo from the School Site Advisory Council.

CPACE–PERFORMANCE Sample Test Questions

Student Demographic Data King Street High School

Enrollment

	# of Students 3 Years Ago	# of Students 2 Years Ago	# of Students Last Year
Total Enrollment	1789	1791	1786

All Students by Group

	% of Students 3 Years Ago		% of Students 2 Years Ago		% of Students Last Year	
	School	District	School	District	School	District
Black or African American	8.6%	13.1%	9.0%	12.8%	8.9%	12.4%
American Indian or Alaskan Native	1.1%	0.9%	0.8%	0.7%	0.6%	0.5%
Asian	19.3%	12.9%	19.5%	12.7%	19.8%	12.9%
Filipino	12.4%	9.0%	12.2%	9.4%	12.3%	9.1%
Hispanic or Latino	38.2%	50.6%	39.1%	51.0%	40.3%	51.1%
Native Hawaiian or Pacific Islander	2.2%	1.9%	2.1%	1.8%	1.7%	1.6%
White	17.4%	10.5%	16.2%	10.1%	15.4%	10.8%
Two or More Races	0.8%	1.1%	1.1%	1.5%	1.0%	1.6%
Socioeconomically Disadvantaged	30.6%	54.7%	36.8%	58.7%	43.1%	62.9%
English Learners	13.8%	27.0%	12.3%	26.7%	10.9%	26.8%
Students with Disabilities	7.6%	8.9%	8.4%	9.0%	10.1%	9.2%

CPACE–PERFORMANCE Sample Test Questions

Predominant Home Languages

	# of Students 3 Years Ago	# of Students 2 Years Ago	# of Students Last Year
English	955	922	913
Spanish	525	573	584
Cantonese	146	145	147
Filipino (Tagalog)	89	83	84
Vietnamese	45	43	38
Arabic	6	4	4
Other or No Response	23	21	16

Language Proficiency

	# of Students 3 Years Ago		# of Students 2 Years Ago		# of Students Last Year	
	School	District	School	District	School	District
English Learners	13.8%	27.0%	12.3%	26.7%	10.9%	26.8%
Initially Fluent English Proficient (IFEP)	32.8%	27.7%	36.2%	29.0%	39.1%	28.1%
Reclassified Fluent English Proficient (RFEP)	1.9%	14.3%	2.3%	13.8%	1.1%	13.5%
Redesignation Rate	18.2%	51.9%	25.9%	49.4%	16.8%	48.7%

CPACE–PERFORMANCE Sample Test Questions

Enrollment in Special Education, Advanced Placement® (AP®)/Honors, and Gifted and Talented Education (GATE)

	Special Education			AP®/Honors			GATE		
	3 Years Ago	2 Years Ago	Last Year	3 Years Ago	2 Years Ago	Last Year	3 Years Ago	2 Years Ago	Last Year
Total	129	147	178	218	286	325	241	258	267
Black or African American	14.7%	15.6%	18.0%	6.9%	7.3%	7.4%	7.9%	8.1%	7.9%
American Indian or Alaskan Native	3.9%	2.7%	1.7%	0.5%	0.3%	--	0.8%	0.8%	0.4%
Asian	5.4%	7.5%	9.0%	22.9%	22.7%	23.4%	20.7%	20.9%	21.3%
Filipino	6.2%	6.1%	6.7%	12.4%	11.9%	12.3%	12.5%	12.0%	12.3%
Hispanic or Latino	56.6%	54.5%	51.7%	35.8%	36.5%	36.4%	36.9%	37.8%	38.6%
Native Hawaiian or Pacific Islander	2.3%	2.7%	2.2%	2.3%	2.1%	1.5%	2.1%	1.9%	1.5%
White	10.9%	10.2%	10.1%	18.3%	17.8%	17.8%	18.3%	17.3%	16.9%
Two or More Races	--	0.7%	0.6%	0.9%	1.4%	1.2%	0.8%	1.2%	1.1%
Socioeconomically Disadvantaged	45.7%	46.2%	51.7%	31.2%	37.1%	44.0%	32.5%	37.6%	44.6%
English Learners	55.0%	47.6%	34.8%	8.3%	7.0%	4.9%	10.0%	8.5%	8.2%
Students with Disabilities	100%	100%	100%	4.6%	5.2%	6.2%	7.1%	8.1%	9.3%

CPACE–PERFORMANCE Sample Test Questions

Student Suspension Rates

	3 Years Ago		2 Years Ago		Last Year	
	# of Suspensions	Suspension Rate	# of Suspensions	Suspension Rate	# of Suspensions	Suspension Rate
All Students	255	14.3%	123	6.9%	86	4.8%
Black or African American	38	25.3%	18	11.2%	10	6.3%
American Indian or Alaskan Native	2	10.0%	1	7.1%	1	9.1%
Asian	29	8.4%	11	3.2%	6	1.7%
Native Hawaiian or Pacific Islander	3	7.5%	--	--	1	3.3%
Filipino	31	14.0%	16	7.3%	12	5.5%
Hispanic or Latino	113	16.5%	58	8.3%	47	6.5%
White	39	12.5%	19	6.6%	8	2.9%
Two or More Races	--	--	--	--	1	5.6%

Student Expulsion Rates

	3 Years Ago		2 Years Ago		Last Year	
	# of Cases	Expulsion Rate	# of Cases	Expulsion Rate	# of Cases	Expulsion Rate
All Students	2	0.1%	1	<0.1%	1	<0.1%
Black or African American	1	0.6%	--	--	--	--
Hispanic or Latino	1	0.1%	1	0.1%	1	0.1%

CPACE–PERFORMANCE Sample Test Questions

Academic Performance Index (API) King Street High School

Base and Growth API (three-year comparison)

	3 Years Ago			2 Years Ago			Last Year		
	Base API (prior year)	Growth API	Met AYP Criteria	Base API (prior year)	Growth API	Met AYP Criteria	Base API (prior year)	Growth API (3-year average)	Met AYP Criteria
Schoolwide	700	716	N	713	722	N	720	724	N
Black or African American	624	650	Y	647	644	N	643	647	N
American Indian or Alaskan Native	612	618	--	616	621	--	620	621	--
Asian	779	812	Y	811	836	Y	834	826	Y
Filipino	756	749	N	750	747	N	747	770	Y
Hispanic or Latino	684	682	N	680	693	Y	691	692	N
Native Hawaiian or Pacific Islander	671	696	--	693	708	--	706	707	--
White	721	723	N	721	725	N	715	727	Y
Two or More Races	727	732	--	730	741	--	741	745	--
Socioeconomically Disadvantaged	659	662	N	660	682	Y	680	699	Y
English Learners	620	631	Y	630	625	N	622	614	N
Students with Disabilities	496	517	Y	514	516	N	515	511	N

Statewide Ranking (three-year comparison)

	3 Years Ago	2 Years Ago	Last Year
King Street High School	6	5	6
Similar Schools	6	6	6

CPACE–PERFORMANCE Sample Test Questions

Statewide Standards-Based Test Results King Street High School

Note: Scores are not shown when the number of students tested is too small for statistical accuracy.

English Language Arts	Number and Percentage of Students Receiving Scores of Proficient or Advanced					
	3 Years Ago		2 Years Ago		Last Year	
Group	#	%	#	%	#	%
All Students (school)	957	53%	1004	56%	1063	60%
All Students (district)	4222	45%	4513	48%	4425	47%
Male	487	49%	507	52%	543	56%
Female	479	60%	514	63%	546	67%
Black or African American	62	40%	66	41%	76	48%
American Indian or Alaskan Native	5	31%	3	27%	--	--
Asian	252	73%	272	78%	279	79%
Native Hawaiian or Pacific Islander	16	41%	17	44%	14	47%
Filipino	122	55%	138	63%	152	69%
Hispanic or Latino	307	45%	329	47%	360	50%
White	183	59%	165	57%	162	59%
Two or More Races	9	64%	13	64%	16	87%
Socioeconomically Disadvantaged	268	49%	349	53%	454	59%
English Learners	54	22%	53	24%	35	18%
Students with Disabilities	45	33%	39	26%	70	39%

CPACE–PERFORMANCE Sample Test Questions

Mathematics	Number and Percentage of Students Receiving Scores of Proficient or Advanced					
	3 Years Ago		2 Years Ago		Last Year	
Group	#	%	#	%	#	%
All Students (school)	475	27%	561	31%	593	33%
All Students (district)	3566	38%	3761	40%	3672	39%
Male	260	26%	315	32%	331	34%
Female	205	25%	240	29%	276	34%
Black or African American	23	15%	26	16%	24	15%
American Indian or Alaskan Native	4	27%	--	--	--	--
Asian	189	55%	188	54%	208	59%
Native Hawaiian or Pacific Islander	10	26%	10	27%	8	29%
Filipino	58	26%	79	36%	90	41%
Hispanic or Latino	116	17%	175	25%	166	23%
White	70	23%	73	25%	85	31%
Two or More Races	5	37%	7	39%	8	47%
Socioeconomically Disadvantaged	126	23%	171	26%	262	34%
English Learners	52	21%	48	22%	45	23%
Students with Disabilities	24	18%	27	18%	38	21%

CPACE–PERFORMANCE Sample Test Questions

Science	Number and Percentage of Students Receiving Scores of Proficient or Advanced					
	3 Years Ago		2 Years Ago		Last Year	
Group	#	%	#	%	#	%
All Students (school)	1056	59%	1086	61%	1018	57%
All Students (district)	2346	50%	2586	55%	2448	52%
Male	570	58%	601	62%	560	57%
Female	486	60%	485	60%	458	56%
Black or African American	64	42%	79	49%	75	47%
American Indian or Alaskan Native	4	20%	--	--	--	--
Asian	274	79%	270	77%	259	73%
Native Hawaiian or Pacific Islander	17	44%	19	50%	13	43%
Filipino	151	68%	158	72%	138	63%
Hispanic or Latino	360	53%	361	52%	358	50%
White	177	57%	181	62%	159	58%
Two or More Races	8	57%	14	70%	12	67%
Socioeconomically Disadvantaged	318	58%	366	56%	425	55%
English Learners	92	37%	82	37%	68	35%
Students with Disabilities	41	30%	37	25%	69	38%

CPACE–PERFORMANCE Sample Test Questions

History-Social Science	Number and Percentage of Students Receiving Scores of Proficient or Advanced					
	3 Years Ago		2 Years Ago		Last Year	
Group	#	%	#	%	#	%
All Students (school)	1048	59%	996	56%	1042	58%
All Students (district)	1689	45%	1730	46%	1732	46%
Male	594	60%	571	58%	585	60%
Female	462	57%	450	55%	487	60%
Black or African American	66	43%	56	35%	60	38%
American Indian or Alaskan Native	5	31%	4	36%	--	--
Asian	262	76%	283	81%	289	82%
Native Hawaiian or Pacific Islander	15	38%	17	45%	13	43%
Filipino	142	64%	145	66%	158	72%
Hispanic or Latino	369	54%	336	48%	346	48%
White	180	58%	142	49%	160	58%
Two or More Races	8	66%	12	61%	12	64%
Socioeconomically Disadvantaged	301	55%	343	52%	439	57%
English Learners	67	27%	64	29%	37	19%
Students with Disabilities	31	23%	38	25%	40	22%

CPACE–PERFORMANCE Sample Test Questions

Faculty Data King Street High School

Teacher Credentials: Four-Year Comparison

Credential	Number of Teachers			
	3 Years Ago	2 Years Ago	Last Year	Current Year
Preliminary or Clear Credential	70	68	73	73
Intern or Other Credential Type	--	2	1	--

Teaching Assignments and Length of Service: Current Year

Department	Number of Teachers	Length of Service at King Street High School			
		0–3 Years	4–8 Years	8–12 Years	>12 Years
Career/Technical Education	6	1	3	1	1
English Language Arts/English Language Development	14	1	5	5	3
Mathematics	10	1	4	3	2
Physical Education	4	--	1	3	--
Science	11	1	4	4	2
History-Social Science	10	--	2	6	2
Special Education	6	1	3	2	--
Visual/Performing Arts	5	--	1	3	1
World Languages	4	--	1	2	1
Computer Science/Technology	3	2	1	--	--
Total	73	7	25	29	12

CPACE–PERFORMANCE Sample Test Questions

Teacher Demographics: Current Year

American Indian or Alaskan Native		Asian		Native Hawaiian or Pacific Islander		Filipino		Hispanic or Latino		Black or African American		White		Two or More Races	
1		3		--		2		10		3		54		--	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
--	1	2	1	--	--	--	2	5	5	2	1	22	32	--	--

Teacher Evaluations

Department	Number of Teachers	Overall Rating*			
		Unsatisfactory	Basic	Proficient	Distinguished
Career/Technical Education	6	--	2	4	--
English Language Arts	14	1	4	7	2
Mathematics	10	1	3	6	--
Physical Education	5	1	--	4	--
Science	10	--	2	7	1
History-Social Science	10	--	3	5	2
Special Education	6	1	1	4	--
Visual/Performing Arts	5	--	1	3	1
World Languages	5	--	1	4	--
Computer Science/Technology	3	--	--	2	1
Total	74	4	17	46	7
*based on teacher observation summary data aligned with the California Teaching Performance Expectations					

CPACE–PERFORMANCE Sample Test Questions

Excerpt from Perception Survey (last year) King Street High School

Total Student Respondents: 1559
Total Parent/Guardian Respondents: 920
Total Faculty Respondents: 67

Note: Parent/guardian survey also offered in Spanish.

A. Based on your school experience this year, how much do you agree with the following statements?	% Agreeing or Strongly Agreeing		
	Students	Parents/ Guardians	Faculty Members
At King Street High School, there is:			
1. a clear mission that sets high standards for academic performance and promotes academic success for all students.	82%	78%	92%
2. a safe and supportive environment that is conducive to learning.	62%	60%	84%
3. a rigorous curriculum that challenges students at all ability levels.	73%	79%	88%
I am given/My child is given/I give my students:			
4. instruction and materials that are challenging and encourage critical thinking and creativity.	81%	85%	90%
5. instructional materials and assignments that appropriately reflect cultural, ethnic, and linguistic diversity.	74%	63%	84%
6. instruction that is presented in a way that allows students to engage actively in learning.	80%	81%	92%
7. individual attention when additional assistance is needed.	80%	74%	94%
I attend/My child attends/I work at:			
8. a school where student behavior does not interfere with learning.	71%	67%	78%
9. a school that handles discipline problems fairly and clearly communicates consequences.	72%	68%	81%
10. a school that promotes collaboration between the school, parents/guardians, students, and the community.	80%	73%	94%

CPACE–PERFORMANCE Sample Test Questions

B. Based on your school experience this year, how would you rate the quality of education/support students received in:	% Responding Good or Excellent		
	Students	Parents/ Guardians	Faculty Members
1. English Language Arts	74%	72%	88%
2. English Language Development	51%	40%	69%
3. Mathematics	59%	46%	82%
4. Science	74%	68%	88%
5. History-Social Science	71%	64%	84%
6. Physical Education	81%	67%	88%
7. Visual/Performing Arts	77%	65%	90%
8. World Languages	77%	68%	82%
9. Career/Technical Education	56%*	50%*	84%
10. Computer Science/ Technology	49%*	43%*	88%
11. Special Education	8%*	6%*	84%
12. Counseling Services	77%	71%	82%
13. School Administration	82%	75%	82%
C. Overall, I would rate this high school as:	% Responding Good or Excellent		
	Students	Parents/ Guardians	Faculty Members
	78%	74%	93%
*20% or higher did not respond or responded "not applicable."			

CPACE–PERFORMANCE Sample Test Questions

Memorandum from the School Site Advisory Council (August of current year)

TO: Principal

FROM: School Site Advisory Council

On behalf of the entire King Street High School community, we welcome you and look forward to a successful and productive school year. The School Site Advisory Council supports teaching and learning at King Street and believes that students need a range of opportunities to actively engage in their learning. We are looking forward to working with you to support our students and to continue to build community pride in our school.

During a very busy next few weeks, we trust that you will take the opportunity to review our past SSAC agendas and minutes to become familiar with our priorities and our activities. We hope you will set continued academic improvement as your highest priority. We must also continue to focus on providing a safe and positive school environment for all students, one that is conducive to teaching and learning. The rise in negative student behavior and social interactions we see in society today are increasingly a cause of concern for parents/guardians, staff, and students. We are proud of the progress the King Street school community has made in this area over the past three years, but at the same time the SSAC believes that both maintaining school safety and continuing to improve the learning environment remain high priorities for all of us.

The SSAC is hopeful that with your strong leadership King Street will continue to grow and improve. We look forward to hearing about your plans for helping the King Street learning community continue to progress. Please do not hesitate to call upon us.

CPACE–PERFORMANCE Sample Test Questions

Overview of Small Learning Communities (excerpt)

Small Learning Community (SLC)	Description	Enrollment (last year)
Business and Marketing	The mission of the Business and Marketing SLC is to prepare students for success in college and in the world of business. Teachers in this SLC incorporate real-world business and marketing topics and skills into core academic courses. The SLC also provides students with elective courses and extracurricular activities related to business skills and current trends in the business world.	322
Engineering and Computer Sciences	The Engineering and Computer Sciences SLC prepares students for postsecondary college and career opportunities in engineering, computer science, and related fields. SLC courses fully integrate technology and academics and emphasize collaboration, teamwork, and an engineering approach to problem solving.	291
Health Sciences	The mission of the Health Sciences SLC is to prepare students for college and careers in medicine, medical science, and health. Students complete a rigorous core academic program with a focus on medicine and health and also complete college-preparatory courses. Additional activities throughout the school year give students hands-on experience of careers in health and medicine.	122
Social Change and Community Engagement	The Social Change and Community Engagement SLC emphasizes social awareness, community involvement, and a commitment to positive change. Courses offered in the SLC include relevant, real-world content to encourage civic engagement. Students complete projects in the community, including working with community-based organizations to make a difference in their world.	203

CPACE–PERFORMANCE Sample Test Questions

SCORING CRITERIA FOR SCHOOL LEADERSHIP ASSIGNMENT

Performance Characteristics

Identifying School Accomplishments and Needs: The extent to which the response reflects an accurate and appropriate analysis of school strengths and issues that negatively affect student learning.

School Improvement, Instructional, and Organizational Leadership: The appropriateness and effectiveness of strategies offered to address the issues identified.

Monitoring the Improvement Plan: The appropriateness and effectiveness of strategies for evaluating and monitoring progress and improvement.

Engagement and Support: The extent to which the response reflects engagement with the materials provided and is supported with examples, evidence, and rationales drawn from the materials.

Score Scale

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough understanding of the materials provided and mastery of relevant knowledge, skills, and abilities across all CPACE Performance Expectations.</p> <p>The response reflects a <i>thoroughly</i> accurate and appropriate analysis of the school; there are <i>detailed, high-quality, relevant</i> examples of strengths <i>and</i> issues that negatively affect student learning. The analysis includes <i>detailed</i> descriptions of the identified issues, <i>fully</i> supported by <i>relevant</i> and <i>specific</i> information from the exhibits.</p> <p>The strategies to address the issues identified are appropriate, effective, and <i>thoroughly</i> supported. Explanations of the strategies incorporate <i>specific, relevant</i> information regarding school goals, available resources, and stakeholder involvement. The response <i>fully</i> explains how the strategies will improve student learning.</p> <p>The strategies for evaluating and monitoring progress and improvement are appropriate, effective, and <i>thoroughly</i> described and supported. The response makes <i>specific, detailed</i> reference to stakeholder involvement in evaluating and monitoring progress and improvement.</p> <p>The response reflects a <i>deep</i> engagement with the materials provided, including analysis of the exhibits and synthesis of information across exhibits. School analysis, improvement strategies, and evaluation and progress monitoring strategies are <i>strongly</i> supported with appropriate, relevant examples, evidence, and rationales drawn from the materials provided.</p>

CPACE–PERFORMANCE Sample Test Questions

SCORE POINT	SCORE POINT DESCRIPTION
3	<p>The "3" response reflects an adequate understanding of the materials provided and command of relevant knowledge, skills, and abilities across all CPACE Performance Expectations.</p> <p>The response reflects a <i>generally</i> accurate and appropriate analysis of the school; there are <i>adequate relevant</i> examples of strengths <i>and</i> issues that negatively affect student learning. The analysis includes descriptions of the identified issues, <i>adequately</i> supported by <i>generally</i> relevant, specific information from the exhibits.</p> <p>The strategies to address the issues identified are appropriate, effective, and <i>generally</i> supported. Explanations of the strategies incorporate <i>generally</i> relevant information regarding school goals, available resources, and stakeholder involvement. The response <i>adequately</i> explains how the strategies will improve student learning.</p> <p>The strategies for evaluating and monitoring progress and improvement are <i>generally</i> appropriate, effective, and <i>adequately</i> described and supported. The response makes <i>adequate</i> reference to stakeholder involvement in evaluating and monitoring progress and improvement.</p> <p>The response reflects <i>adequate</i> engagement with the materials provided, including analysis of the exhibits. School analysis, improvement strategies, and evaluation and progress monitoring strategies are <i>adequately</i> supported with <i>generally</i> appropriate and relevant examples, evidence, and rationales drawn from the materials provided.</p>
2	<p>The "2" response reflects a limited understanding of the materials provided and command of relevant knowledge, skills, and abilities across all CPACE Performance Expectations.</p> <p>The response reflects a <i>partially</i> accurate and appropriate analysis of the school; there are <i>few relevant</i> examples of strengths <i>and/or</i> issues that negatively affect student learning. The analysis <i>partially</i> describes the identified issues; support is limited, and the information cited may not be consistently relevant.</p> <p>The strategies to address the issues identified are <i>partially</i> appropriate and/or effective; support is <i>limited</i>. Explanations of the strategies incorporate <i>partially</i> relevant information regarding school goals, available resources, and stakeholder involvement. The response <i>only partially</i> explains how the strategies will improve student learning.</p> <p>The strategies for evaluating and monitoring progress and improvement are partially appropriate and/or effective; support is <i>limited</i>. The response makes <i>limited</i> reference to stakeholder involvement in evaluating and monitoring progress and improvement.</p> <p>The response reflects a <i>shallow</i> or <i>limited</i> engagement with the materials provided. There is <i>limited</i> support for school analysis, improvement strategies, and evaluation and progress monitoring strategies; examples, evidence, and rationales may not be appropriate, relevant, or drawn from the materials provided.</p>

CPACE–PERFORMANCE Sample Test Questions

SCORE POINT	SCORE POINT DESCRIPTION
1	<p>The "1" response reflects little or no understanding of the materials provided or command of relevant knowledge, skills, and abilities across all CPACE Performance Expectations.</p> <p>The response includes <i>little or no</i> accurate and/or appropriate analysis of the school; there are <i>no or few</i> relevant examples of strengths <i>and/or</i> issues that negatively affect student learning. The analysis includes <i>little, if any</i> description of issues that are identified or information from the exhibits.</p> <p>The strategies to address the issues identified are <i>inappropriate</i> and/or <i>ineffective</i>; support is <i>weak</i>. Explanations of the strategies <i>fail to</i> incorporate relevant information regarding school goals, available resources, and stakeholder involvement. The response <i>fails to</i> explain how the strategies will improve student learning.</p> <p>The strategies for evaluating and monitoring progress and improvement are <i>inappropriate</i> and/or <i>ineffective</i>; support is <i>weak</i>. The response makes <i>little or no</i> reference to stakeholder involvement in evaluating and monitoring progress and improvement.</p> <p>The response reflects <i>little or no</i> engagement with the materials provided. There is <i>little or no</i> support for school analysis, improvement strategies, and evaluation and progress monitoring strategies. Examples, evidence, and rationales that are included are inappropriate, irrelevant, and/or not drawn from the materials provided.</p>

CPACE–PERFORMANCE Sample Test Questions

STRONG SAMPLE RESPONSE FOR SCHOOL LEADERSHIP ASSIGNMENT

King Street High School

Identifying School Accomplishments and Needs:

One strength of King Street High School is that over the past three years, ELA and Math scores have improved. ELA proficiency is up 7% overall, with only English Learners (ELs) showing declining scores (Exhibit 3). Math proficiency, while still below district levels, overall has improved 6% (Exhibit 3).

A second strength is that the school is poised to continue improving. The school plant has undergone renovations, Small Learning Communities (SLCs) have been created to improve student engagement in learning and connections to teachers, and staffing is stable with teachers largely mid-career and rated either Proficient or Distinguished (Exhibit 4). Also, student suspensions are down dramatically over three years from 14.3% to 4.8% overall, with similar reductions for all sub-groups (Exhibit 1). 78% of students, 74% of parents, and 93% of teachers rate the school “Good or Excellent” (Exhibit 5).

An issue that negatively impacts student learning is the lagging test scores of ELs. In ELA, proficiency rates for ELs actually have declined over three years, from 22% proficient to 18% last year. Math proficiency has improved 2%, but lags behind the overall school improvement of 6%. EL proficiency is declining in History-Social Science and Science (Exhibit 3). The redesignation rate at King Street is low compared to the district at large and is declining (Exhibit 1). Furthermore, parents have expressed concern about English Language Development (ELD) instruction (Exhibit 5) with only 40% rating the department as “good or excellent.” Of the 14 ELA and ELD teachers, 5 are rated Unsatisfactory or Basic (Exhibit 4).

A second issue is concern about student behavior and safety. Despite the dramatic reduction in suspensions, only 62% of students, 60% of parents, and 84% of teachers believe the school has a “safe and supportive environment” (Exhibit 5). Approximately 30% of parents and students believe that student behavior interferes with learning and discipline is not handled fairly. It seems likely students have had little involvement in decisions regarding discipline and the learning environment. The School Site Advisory Council (SSAC) in their memo asks for “continued academic improvement” and says “the rise in negative student behavior” is “increasingly a cause of concern.” As the new principal, I am expected to address these issues.

School Improvement, Instructional, and Organizational Leadership:

To better understand how EL instruction is handled in 9th and 10th grades and in the SLCs, I need to meet with ELD teachers, observe classes, and investigate how much coordination and consultation is happening—between ELD and ELA teachers, and with the other academic departments. I also need to review Teacher Evaluations and better understand what supports are in place or may be accessible to help ELD teachers who are rated Unsatisfactory or Basic improve. Also, because they have expressed concern about the ELD program, it is important to meet with focus groups of ELs and parents to investigate their concerns.

After collecting information, I would put together a plan to address the achievement gap for the ELs. I would start by assembling a team of committed stakeholders who are directly involved, including teachers, parents, and EL students. To maintain individual teacher and student privacy, the group should focus on using general data about effective ELD programs and instructional approaches to help develop the improvement plan. I would pay particular attention

CPACE–PERFORMANCE Sample Test Questions

to suggestions the students might have, such as peer tutoring or other learning supports. Because achievement is improving, the school community should see these efforts as timely and appropriate and will embrace recommendations that come out of this process.

The second issue of concern is the conflict between reduced suspension rates and the perception that negative student behavior is impacting learning. This will require, first, a deeper investigation of the Student Suspension Rate data. It is possible that a zero-tolerance approach in effect at the time led to the 14.3% suspension rate three years ago, with much higher rates for African American students (Exhibit 1). The data show real improvement since then, but negative perceptions are lingering. To change the narrative, I would try to find the resources to move King Street toward a discipline support system based on practices and concepts reflective of a restorative justice approach, along with elements such as mental health support for students and Response to Intervention (RtI) strategies. It is important to show the community and students that we are serious about developing a strongly supportive learning community for all.

I would build support by initiating conversations with groups of families, students, and staff focused on building common understandings for student behavior. Questions to explore include: What stressors are affecting students? Is discipline punitive or seen as a chance for teaching and support? Are students invested in maintaining a safe learning environment? The next step would be to establish peer mediation and conflict-resolution groups to empower students and keep them invested in their learning environment. I would also provide faculty and staff with professional development opportunities focused on building respect for diversity and equitable enforcement of discipline policies.

Monitoring the Improvement Plans:

To monitor improved EL learning, my administrative staff and I will need to conduct follow-up observations of ELD instruction. These observations will document the effectiveness of and/or continuing need for teacher improvement plans and improvements in instruction for ELs. Also, the committee's recommendations will be reviewed and shared, and a timeline for implementation will be developed and monitored. Results can be tracked by subsequent test scores, but classroom progress can be monitored through teachers' formative assessments. Follow-up focus groups with students can obtain their views regarding improved instructional practices and the progress they are making.

EL instruction should be a focus for faculty and department meetings, with teachers sharing best practices. Any district specialists or Master teachers in this area could be presenters and perhaps mentors to King Street teachers. Faculty and staff should also continue to encourage student involvement in ELD teaching and learning. I would share results with the school community through focused communication on changes in classroom instruction, new instructional materials, and suggestions for helping students at home. This will raise awareness of the school's focus on EL instruction and engage stakeholders, including parents and students, in the initiative.

To monitor progress on the new student support system, I would hold regular meetings over at least two years with a committee representing students, staff, families, and administrators. These meetings would be a means to track the extent to which restorative justice concepts, RtI strategies, and other pilot efforts are being absorbed into the school's culture. I will need to monitor disaggregated discipline data in case suspensions begin to climb again, especially for previously affected student groups. I would also seek to hire a coordinator for the program who would report directly to me.

CPACE–PERFORMANCE Sample Test Questions

New parent, student, and faculty perception surveys should be conducted each year to see if perceptions of the environment are improving. Discussions at the SSAC will also be helpful. All interested stakeholders must have the opportunity for input. My goal would be for the SSAC to become a partner in this effort, working with the administration to nurture the program and communicate its success to the school community.

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