

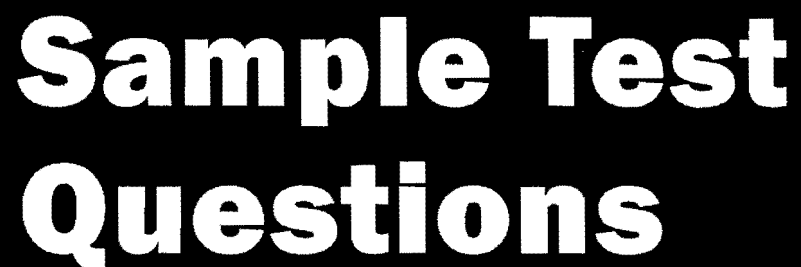


cppace

**CALIFORNIA
Preliminary Administrative
Credential Examination**



CPACE-WRITTEN



**Sample Test
Questions**

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

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CPACE–Written Sample Test Questions

CPACE–WRITTEN SAMPLE TEST QUESTIONS

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GENERAL DIRECTIONS

This test contains a section with 70 multiple-choice items, a section with 3 focused constructed-response assignments, and a section with 1 case study constructed-response assignment. You may complete the sections of the test in the order you choose. You have 225 minutes to complete all sections of the test.

Each question in the first section is a multiple-choice item with four answer choices. Read each item and answer choice CAREFULLY and choose the ONE best answer. Try to respond to all items. In general, if you have knowledge about a question, it is better to try to answer it. You will not be penalized for guessing. Even if you are unsure of an answer, it is better to guess than not to respond to a question at all.

The directions for the writing assignments appear later in this test.

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

CPACE–Written Sample Test Questions

CHECKLIST

As you are working, you may want to use the following checklist to keep track of which sample test questions you have completed.

_____ **Section I: Multiple-Choice Questions 1–10**

_____ **Section II: Focused Constructed-Response Assignments (Questions 11–13)**

_____ Work Product Assignment

_____ Student Diversity Assignment

_____ Management Problem Solving Assignment

_____ **Section III: Case Study Assignment (Question 14)**

CPACE–Written Sample Test Questions

DIRECTIONS FOR SECTION I: MULTIPLE-CHOICE QUESTIONS

Questions 1 to 10

This section of the test contains multiple-choice items, each of which has four answer choices. Read each item carefully and choose the ONE best answer.

Try to respond to all items. Even if you are unsure of an answer, it is better to guess than not to respond at all.

CPACE–Written Sample Test Questions

1. In a time of reduced school funding, educational leaders can best help ensure that sufficient resources are available to achieve a school's vision and goals for all student groups by emphasizing which of the following approaches?
 - A. using student performance data to identify areas of greatest weakness and making those areas a priority in terms of resource allocation
 - B. soliciting views about budget priorities from a broad range of stakeholders and allocating resources based on level of stakeholder support
 - C. applying a formula for distributing resources that ensures equal allocations for each school program and student population
 - D. using budgets from the previous year as a basis for guiding decisions about resource allocations for each subsequent budget

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2. In a school district where students from particular cultural and language backgrounds are significantly overrepresented in special education programs, educational leaders can best initiate efforts to address the issue by analyzing:
- A. assessment instruments used to evaluate students for special educational needs.
 - B. the local curriculum and associated student performance expectations.
 - C. instructional strategies used with students prior to their referral for special education.
 - D. the placement procedures currently used to determine students' grade levels.

CPACE–Written Sample Test Questions

3. Staff at a middle school are ready to implement instructional changes designed to improve students' math achievement. In planning these changes, the school leader has guided staff in a review of current research on math instruction and an examination of students' math performance for the last three years. The leader can best ensure that the planned changes achieve the desired results by prompting staff to take which of the following additional actions?
- A. outlining steps for phasing in the instructional changes with one subgroup of students at a time
 - B. communicating the rationale for the instructional changes to students and their families
 - C. seeking individual professional development as needed to prepare for the instructional changes
 - D. developing a plan for assessing student improvement during and following the instructional changes

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4. One goal at an elementary school is to create a climate that reflects a commitment to the belief that all children can learn and achieve success. School leaders can best support achievement of this goal by emphasizing to teachers the value of which of the following classroom practices?
- A. engaging students in team academic competitions
 - B. using a variety of grouping strategies for activities
 - C. surveying students regularly about their interests
 - D. differentiating standards used to evaluate student work

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5. In which of the following situations would peer coaching be the most appropriate professional development strategy for a school leader to use?
- A. Teachers as a group wish to learn more about the benefits and limitations of a particular instructional strategy.
 - B. Teachers have identified a problem in a specific area of instruction and are ready to develop a plan to address the need.
 - C. Teachers from several schools in the district have been reassigned to teach at a newly built school.
 - D. Teachers have received training on a new instructional strategy and are ready to implement it in their classrooms.

CPACE–Written Sample Test Questions

6. Which of the following behaviors by members of a high school's school site council should be of greatest concern to educational leaders at the school?
- A. Some members of the council are more reserved than others and are less comfortable expressing their views in front of other members.
 - B. Several members of the instructional staff who are on the council often dismiss comments and suggestions by noninstructional staff and parents/guardians.
 - C. Two members of the council hold very different political and social views and often differ about the best way to proceed in dealing with particular issues.
 - D. Certain members of the council have difficulty staying on topic when discussing issues with other members of the team.

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7. A new leader takes over at a school that has been characterized in recent years by very high teacher turnover among probationary teachers, with many leaving voluntarily by the end of their probationary period. The leader and the school site council wish to design a program of enhanced support for probationary teachers. Which of the following would be the most useful *first* step for the group to take in designing this program?
- A. surveying permanent teaching staff about the difficulties that they faced as probationary teachers
 - B. conducting extensive exit interviews with probationary teachers who have recently left
 - C. reviewing current literature about the best ways to provide support to new teachers
 - D. distributing a survey about conditions at the school to all parents/guardians and other stakeholders

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8. As part of a crisis response plan, educational leaders at a school have established a command and control structure that identifies those individuals who are charged with directing the response to a crisis. To maximize the effectiveness of this system, it would be most important to ensure that:
- A. responsibilities of each individual in the command and control structure are clearly defined in advance for a variety of crisis situations.
 - B. each individual in the command and control structure reports to at least two other individuals in the structure during a crisis.
 - C. overall leadership of the command and control structure during a crisis is spread among several individuals in the structure.
 - D. membership of the command and control structure is drawn from the longest-serving staff who are most familiar with school operations.

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9. In determining the resources that the district will need to provide during the next fiscal year for a school's English Learner program, educational leaders should *first*:
- A. evaluate the success of the program in developing English language skills of participating students.
 - B. calculate the proportion of total district revenues that was allocated to the program during the previous fiscal year.
 - C. project the resources needed to maintain other programs at the school at their current levels of funding.
 - D. identify state and federal mandates for the program and the amount of categorical aid provided for meeting those mandates.

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10. Administrators find marijuana in a student's school locker. The student handbook indicates that the consequences include a ten-day suspension from school. In accordance with the *Goss v. Lopez* decision by the U.S. Supreme Court, school leaders are obligated to do which of the following before imposing a suspension?
- A. review and document the manner in which the locker search was conducted
 - B. provide the student with legal advice through the state's juvenile court system
 - C. arrange for an impartial hearing to listen to the student's side of the story
 - D. demonstrate that the disciplinary action has been applied in a nondiscriminatory manner

CPACE–Written Sample Test Questions

DIRECTIONS FOR SECTION II: FOCUSED CONSTRUCTED-RESPONSE ASSIGNMENTS

Questions 11 to 13

This section of the test consists of three written assignments, each of which requires a written response of approximately 150–300 words. Read the assignments carefully before you begin to write. Think about how you will organize your responses.

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field. In each response, you are expected to demonstrate the depth of your understanding of the subject matter through your ability to apply your knowledge and skills rather than merely to recite factual information.

The written assignments are intended to assess knowledge and skills important for effective performance as an educational leader in California. Your response to each assignment will be evaluated according to the following criteria:

Purpose: The candidate demonstrates an understanding of the relevant content knowledge and skills by fulfilling the purpose of the assignment.

Application of Content: The candidate accurately and effectively applies the relevant content knowledge and skills.

Support: The candidate supports the response with appropriate examples, evidence, and rationales based on the relevant content knowledge and skills.

Be sure to write about the assigned topics. You may not use any reference materials. You may, however, use citations when appropriate. Your responses should be written for an audience of educators knowledgeable about educational leadership. Your responses must be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review what you have written to ensure that you address all aspects of the 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.

CPACE–Written Sample Test Questions

Work Product Assignment

Use the information below to complete the task that follows.

You are in your second year as principal of a high school that enrolls approximately 1,750 students. Last year you worked with stakeholders to develop a new vision for your school. One important goal associated with the new vision is to enhance career and technical educational options for students.

Your school is considered "high-performing." Most students score well on state tests, and graduation rates are high, as are rates of admission to two- and four-year colleges for graduating seniors. However, the school has traditionally been less focused on students who do not wish to attend college after high school. As a result, pressure has been increasing in recent years to improve options for these students.

You decide to form a team to develop a plan for enhancing career and technical educational options for students. The team includes teachers, parents/guardians, students, a school counselor, a special educator, and an ESL teacher. You will chair meetings of the team.

11. Examinee Task

Write a memo of about 150–300 words to the team about the plan they will develop. In your memo:

- communicate your views about why it is important for the school to succeed in enhancing career and technical educational options for students;
- describe one key factor for the team to consider in developing its plan to enhance career and technical educational options for students;
- identify one type of data or other information that the team should analyze in regard to the specified factor; and
- explain why this type of data or other information would be useful in analyzing the specified factor and meeting the targeted goal.

CPACE–Written Sample Test Questions

Student Diversity Assignment

Use the information below to complete the task that follows.

You are the new principal of an elementary school. The school enrolls nearly 500 students, approximately two-thirds of whom are English Learners. Through discussions with teachers and other staff, you learn that significant efforts have been made in recent years to increase the involvement of parents/guardians in the life of the school. Although much progress has been made in this area, you become aware that the parents/guardians of English Learners remain much less involved than other parents/guardians.

12. Examinee Task

Write a response of approximately 150–300 words about efforts to increase the involvement of the parents/guardians of English Learners in the life of your school. In your response:

- identify one type of data or other information that would be particularly helpful in initiating planning to increase the involvement of the parents/guardians of English Learners in the life of your school;
- explain why this type of data or other information would be useful;
- describe one key issue you should consider when initiating planning to increase the involvement of the parents/guardians of English Learners in the life of your school; and
- explain the significance of the issue you described in terms of your school's ability to implement the desired change.

CPACE–Written Sample Test Questions

Management Problem Solving Assignment

Use the information below to complete the task that follows.

You are the new principal of a middle school. The school enrolls nearly 1,200 students and is presently operating at close to its full capacity. Six weeks before the start of the fall term, one wing of the school is severely damaged during an intense storm. The district superintendent informs you that repairs will be combined with needed renovations, and the wing will be closed for the upcoming year. The wing houses 20 percent of the school's classroom space. Offices for the administration, teachers, and staff, as well as common space, such as the gymnasium and the cafeteria, are housed in the main building and are unaffected by the closure. The superintendent asks you to develop a plan for finding classroom space for students and staff displaced by the closing of the wing.

13. Examinee Task

Write a response of approximately 150–300 words about how you could address the displacement of students and staff resulting from the closure of the school wing. In your response:

- describe one key issue that you should consider in your efforts to address the displacement of students and staff resulting from the closure of the school wing;
- identify one step that you could take to help address the displacement of students and staff resulting from the closure of the school wing; and
- explain why this step would be effective in helping resolve this situation.

CPACE–Written Sample Test Questions

DIRECTIONS FOR SECTION III: CASE STUDY WRITTEN ASSIGNMENT

Question 14

This section of the test contains a constructed-response assignment called a case study. You are required to compose a written response of approximately 300–600 words. You are to prepare your response based on the assigned topic. Read the assignment carefully before you begin to write. Think about how you will organize your response.

As a whole, your response must demonstrate an understanding of the knowledge and skills of the field. In your response, you are expected to demonstrate the depth of your understanding of the subject matter through your ability to apply your knowledge and skills rather than merely to recite factual information.

The written assignment is intended to assess knowledge and skills important for effective performance as an educational leader in California. Your response to the assignment will be evaluated according to the following criteria:

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Support: The candidate supports the response with appropriate examples, evidence, and rationales based on the relevant content knowledge and skills.

Be sure to write about the assigned topic. You may not use any reference materials. You may, however, use citations when appropriate. Your response should be written for an audience of educators knowledgeable about educational leadership. Your response must be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review what you have written to ensure that you address all aspects of the assignment and make any changes you think will improve your response. The final version of your response should conform to the conventions of edited American English.

CPACE–Written Sample Test Questions

14. To view all parts of this assignment, you will need to click on the buttons to the right at the top of the screen labeled "Document 1," "Document 2," "Document 3," "Document 4," and "Document 5." Each of the five documents is related to the assignment.

Case Study Assignment

You are the new principal of Coyote Valley Elementary School. Read the five school documents provided. Citing specific evidence from the information given, write a response of about 300–600 words in which you:

- identify one strength of the school;
- describe a strategy for building on this strength to improve the school's educational program and/or functioning;
- identify two weaknesses or areas of concern for the school;
- for *each* of the weaknesses or areas of concern you have identified, describe one strategy to address that weakness or area of concern; and
- explain why each of these strategies is likely to be effective in improving the school's educational program and/or functioning.

CPACE–Written Sample Test Questions

Document #1: Excerpt from a letter written by the district personnel director to applicants for the position of Coyote Valley Elementary School Principal during the recent search process (last spring)

Dear [applicant for principal]:

Thank you for your interest in the position of Coyote Valley Elementary School Principal. The purpose of this letter is to share some general background information about our school. Coyote Valley Elementary is a K–6 school with over 1,300 students, the great majority of whom are eligible for free or reduced-price meals. Our school culture is one of energy and excitement, with strong support for innovation, creativity, and individuality. Staff, students, and families seem to thrive in this atmosphere of acceptance and encouragement and are often eager to try new programs and support promising ideas and initiatives. Visitors to Coyote Valley Elementary quickly pick up on the school's focus on active learning, since a great deal of student activity and learning "noise" are typically in evidence.

Our test scores are not nearly as high as we would like them to be, but we are pleased that scores have shown consistent improvement and are now approaching district averages. Since we have initiated a number of exciting new programs during each of the last three years, we can't be sure about exactly what has led to this improvement. We believe that expanding our use of parent volunteers as well as high school and college tutors, dividing by gender many of our upper elementary classes, and upgrading our computer labs have all made a difference.

CPACE–Written Sample Test Questions

Document #2: State test results for Coyote Valley Elementary School (last year)

Standardized Testing and Reporting Results for All Students—Three-Year Comparison

This table displays the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	3 Yrs Ago	2 Yrs Ago	Last Year	3 Yrs Ago	2 Yrs Ago	Last Year	3 Yrs Ago	2 Yrs Ago	Last Year
English Language Arts	23	27	38	33	36	41	43	46	50
Math	36	37	47	46	46	50	40	43	46

Standardized Testing and Reporting Results by Student Group—Three-Year Comparison

This table displays the percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	Percentage of School Population	3 Years Ago		2 Years Ago		Last Year	
		ELA	Math	ELA	Math	ELA	Math
Economically Disadvantaged	96	23	36	27	37	38	47
English Learners	43	20	36	26	37	32	47
Students with Disabilities	14	22	34	26	37	38	44
Students Receiving Migrant Education Services	7	18	33	20	35	26	45

CPACE–Written Sample Test Questions

Document #3: Excerpts from the minutes of a school site council meeting (last year)

Parent Volunteers

Many parents continue to participate in our Parent Volunteer Program, assisting in classrooms, with after-school tutoring, and with lunchroom and recess supervision. The enthusiastic response to the school's invitation to volunteer has been impressive. Besides assisting school staff in various ways, parents' increased involvement with the school has led to increased social connections for many of them. One often sees small clusters of parents chatting in the halls or on the playground. Carpooling and sharing of child care have also expanded as a result of these connections.

Computer Labs

Everyone is excited about the new hardware and furnishings in our computer labs. According to a recent newsletter from the district technology director, Coyote Valley Elementary now has state-of-the-art hardware and first-rate programs for teaching mathematics concepts and skills. The school also has high-quality language arts and literacy programs for both the general student population and for English Learners. A number of teachers have spoken to the principal about scheduling training in the best use of these new technology resources.

Teacher Turnover

Parents continue to express concern about the turnover in our teaching staff. Many have been disappointed to learn that their children will not be able to take advantage of some of the school's most popular and successful teachers because the teachers no longer work at the school. This trend has been in evidence particularly with our younger teachers. Many of these teachers create excitement and enthusiasm in their classrooms and put extra time and effort into their work. Students miss the programs that have been started by these teachers and that end when the teacher leaves, such as the school newspaper and the school garden and composting center.

CPACE–Written Sample Test Questions

Document #4: Memo from the assistant principal to the previous principal (last spring)

Memorandum

TO: Previous Principal

FROM: Assistant Principal

SUBJECT: Parent Volunteer Program

When we first started our Parent Volunteer Program three years ago, I couldn't have imagined we would have so many parents eager to work in the school and that they would continue doing so even after the initial excitement of a new venture has worn off. Now I'm wondering if it may be time for us to take a closer look at how we're using our parent volunteers. Given our limited school budget, I know we all want to make the best possible use of this valuable resource. However, I'm not at all sure our volunteers are meeting staff and student needs as well as we would hope. Based on conversations I've had as well as my own observations, I believe we could probably be doing significantly more with the volunteer assistance that's available to us. If you think this matter is worth pursuing, I'd be happy to look into it and report back to you on my findings.

CPACE–Written Sample Test Questions

Document #5: Coyote Valley Elementary School Teacher Recruitment and Retention Summary (last year)

Coyote Valley Elementary School

Teacher Recruitment and Retention Summary*

(average annual total of 45 classroom and support teachers)

	School Year				
	Five Years Ago	Four Years Ago	Three Years Ago	Two Years Ago	Last Year
Left school (retirees and other)	10	5	7	8	7
New hires to school	9	5	8	7	6
New hires' average years teaching experience	2	2.3	1.8	2.5	1.7
New hires leaving after first year	3	1	2	3	1
New hires leaving after second year	2	2	2	1	3
New hires leaving after third year	1	0	2	1	1

*As reported, staffing patterns at Coyote Valley Elementary School show nearly 40 percent more teacher turnover than that of total district.

ANSWER KEY AND EVALUATION INFORMATION

CPACE–Written Sample Test Questions

MULTIPLE-CHOICE ANSWER KEY

Question Number	Correct Response	Competency
1	A	1
2	C	2
3	D	3
4	B	4
5	D	5
6	B	6
7	B	7
8	A	8
9	D	9
10	C	10

CPACE–Written Sample Test Questions

SCORING CRITERIA FOR CONSTRUCTED-RESPONSE ASSIGNMENTS

Performance Characteristics

Purpose: The candidate demonstrates an understanding of the relevant content knowledge and skills by fulfilling the purpose of the assignment.

Application of Content: The candidate accurately and effectively applies the relevant content knowledge and skills.

Support: The candidate supports the response with appropriate examples, evidence, and rationales based on the relevant content knowledge and skills.

Score Scale

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough understanding of the relevant content knowledge and skills from the applicable CPACE domains.</p> <p>The response completely fulfills the purpose of the assignment by responding fully to the given task.</p> <p>The response demonstrates an accurate and effective application of the relevant content knowledge and skills from the applicable CPACE domains.</p> <p>The response provides strong supporting examples, evidence, and rationales based on the relevant content knowledge and skills from the applicable CPACE domains.</p>
3	<p>The "3" response reflects an adequate understanding of the relevant content knowledge and skills from the applicable CPACE domains.</p> <p>The response generally fulfills the purpose of the assignment by responding adequately to the given task.</p> <p>The response demonstrates a generally accurate and reasonably effective application of the relevant content knowledge and skills from the applicable CPACE domains.</p> <p>The response provides adequate supporting examples, evidence, and rationales based on the relevant content knowledge and skills from the applicable CPACE domains.</p>
2	<p>The "2" response reflects a limited understanding of the relevant content knowledge and skills from the applicable CPACE domains.</p> <p>The response partially fulfills the purpose of the assignment by responding in a limited way to the given task.</p> <p>The response demonstrates a limited and generally ineffective application of the relevant content knowledge and skills from the applicable CPACE domains and may contain significant inaccuracies.</p> <p>The response provides limited supporting examples, evidence, and rationales based on the relevant content knowledge and skills from the applicable CPACE domains.</p>
1	<p>The "1" response reflects little or no understanding of the relevant content knowledge and skills from the applicable CPACE domains.</p> <p>The response fails to fulfill the purpose of the assignment by responding inadequately to the given task.</p> <p>The response demonstrates a largely inaccurate and/or ineffective application of the relevant content knowledge and skills from the applicable CPACE domains.</p> <p>The response provides little or no supporting examples, evidence, and rationales based on the relevant content knowledge and skills from the applicable CPACE domains.</p>

CPACE–Written Sample Test Questions

SAMPLE RESPONSES FOR CONSTRUCTED-RESPONSE ASSIGNMENTS

Sample Response for Work Product Assignment – Domain I

Schools have an obligation to provide all students with programming and instruction that meets their immediate and future needs. The admission of many of our students to colleges and universities suggests that we are meeting the needs of this group of students. However, we have been less successful in meeting the needs of those students who do not wish to attend college. Inadequate career and technical educational programming may negatively affect the employment prospects and earning power of these students for the rest of their lives. By enhancing our career and technical options, we can expect to improve the motivation of these students to stay in school, as well as their ability to secure good jobs after graduation and go on to productive and satisfying careers. The broader community will also benefit by helping ensure the availability of a workforce that is well-prepared to fill a range of twenty-first century jobs.

As the team begins developing a plan to enhance career and technical education at our school, a key factor to consider is current employment trends and projected future job growth in a variety of career and technical fields. Such information can be obtained from a survey of local and regional business owners and managers and from published reports on the outlook for different types of jobs across the country. The team can use this information to focus its efforts on increasing programming in areas where employment opportunities are expected to be significant. This will increase the likelihood that our students who follow a program of study in career and technical education will obtain appropriate employment in areas of interest after graduation.

CPACE–Written Sample Test Questions

Sample Response for Student Diversity Assignment – Domain II

One type of information that would be particularly helpful in initiating planning to increase the involvement of parents/guardians of English Learners in the life of the school would be derived from a survey designed to learn more about the thoughts and attitudes of these parents/guardians about school involvement. Such a survey would allow the parents/guardians of English Learners to identify factors that keep them from being more involved and to suggest steps the school could take to encourage greater involvement. This information would assist staff in focusing their efforts effectively by addressing the specific needs and concerns of the targeted parent/guardian population.

One key issue to consider when initiating planning to implement the desired change is current teacher attitudes and outreach efforts with regard to the parents/guardians of English Learners. Teachers may need professional development on the importance of involving the parents/guardians of all of their students, as well as specific strategies to use to encourage the involvement of the families of the English Learners in their classes. Without positive teacher attitudes and responsive outreach, school efforts to increase the involvement of the parents/guardians of English Learners in the life of the school are unlikely to succeed.

CPACE–Written Sample Test Questions

Sample Response for Management Problem Solving Assignment – Domain IV

In this situation, my overriding concern would be to minimize the disruption of student learning at the school by minimizing changes in class schedules, course offerings, and teacher assignments. My goals would be to allow students to take their planned courses (especially core courses) as much as possible and to minimize disruptions in teacher assignments and schedules to ensure that all classes are appropriately staffed and to prevent a significant reduction in teacher morale. Increasing class sizes would be undesirable, as it may involve teacher contract issues, but if it must be done in a few cases, students should be distributed among many existing classes to minimize the impact.

The first step I would take in redistributing students to the undamaged parts of the school would be to gather relevant data about students and about spaces that are and are not affected by the closure of the wing. This would include information about the number of students affected, their grade levels, class assignments, and special needs requirements. It would also include information about the types of classroom space affected (e.g., science labs, computer labs, larger vs. smaller classrooms) and about the types of classroom space that are available in the undamaged portions of the school.

Collecting these data about students and classrooms affected by the closure is a necessary first step for redistributing students to classes in the undamaged parts of the building while minimizing disruptions to student learning. Constructing an inventory of available space would allow student needs to be matched with existing resources. If space can be found in the undamaged part of the building, entire classes could be transferred intact. For any students who may need to be redistributed to existing classrooms, knowledge of both their needs and the characteristics of these classes will facilitate this transition.

CPACE–Written Sample Test Questions

Sample Response for Case Study Assignment – Domains II and III

One strength of Coyote Valley Elementary School is the strong support it receives from parents/guardians. The excerpt from the school site council minutes (document #3) describes a number of areas in which parents/guardians provide assistance and support. The excerpt also describes the response to the Parent Volunteer Program as enthusiastic and mentions positive outcomes of the program, such as increased parent/guardian involvement in the school and more opportunities for social support and networking.

The school can build on this strength by continuing to celebrate the support and enthusiasm of parents/guardians while taking steps to identify areas where this support could be more focused or effective (as suggested by the assistant principal in document #4). By closely examining how volunteers are currently being used in light of the school's goals and student and staff needs and then providing additional volunteer training as needed, the school will be able to make the best possible use of this valuable resource and improve its overall educational program.

There are two areas of particular concern for Coyote Valley Elementary School. First, although the school's test scores are catching up with the district and, for math, even exceeding the state level, a significant number of students have not yet reached the Proficient/Advanced levels, most notably in the area of English Language Arts (as indicated by the data in document #2). One strategy the leadership and staff at Coyote Valley Elementary School should use to help more students reach the Proficient/Advanced level is to analyze the test results for the school and for different student subgroups in order to identify specific areas of student strength and weakness. This analysis would point out particular areas of the curriculum where teachers may not be giving adequate attention to state standards and/or may not be using effective instructional approaches. Implementing the curricular and/or instructional changes suggested by an analysis of the test data is likely to help students achieve greater success on the tests by helping staff focus their energies in areas of greatest need.

A second area of concern for the school is that recently upgraded technology resources are being underutilized, as indicated in an excerpt from the school site council meeting minutes (document #3). The minutes note that the school has high-quality math, language arts, and literacy software available—tools that could help increase student achievement in these areas—and that teachers have expressed an interest in receiving training to help them learn to use the technology more effectively. Technology resources are likely to have the greatest positive effect on student achievement when teachers are well-trained in both the technical aspects and instructional applications of the resources. With appropriate training, teachers will be able to use available technological tools with confidence and understand how to effectively integrate the resources into instruction to enhance student learning.

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Pearson
P.O. Box 340813
Sacramento, CA 95834-0813

ALWAYS LEARNING

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CALIFORNIA
Preliminary Administrative
Credential Examination

CPACE-VIDEO

Procedures
Manual

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

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For Further Information

If you have questions after reading this *CPACE-Video Test Procedures Manual*, you may contact the offices listed below.

If you have questions regarding the **CPACE-Video**, contact:

CPACE Program

Evaluation Systems

Pearson

P.O. Box 340880

Sacramento, CA 95834-0880

(866) 496-7314 or (916) 928-4048

9:00 a.m.–5:00 p.m. Pacific time,
Monday through Friday, excluding holidays

Fax:

(866) 483-6460 or

(916) 928-6110

CPACE website:

www.ctcexams.nesinc.com

If you have questions regarding **examination policy** or **credentialing requirements**, contact a credential analyst at your college, university, county office of education, or school district, or submit your questions to:

Commission on Teacher Credentialing (CTC)

Information Services

P.O. Box 944270

Sacramento, CA 94244-2700

CTC website: www.ctc.ca.gov

CTC email addresses:

- Examination policy: exams@ctc.ca.gov
- Credential requirements: credentials@ctc.ca.gov

Approved Video Submission Formats

Video recordings for the CPACE may be submitted using the following video formats:

- ▶ mini digital videocassette (DV)
- ▶ DVD or mini DVD (to be played in a standard DVD player)
- ▶ AVI, Quick Time, MPEG-4, or WMV video file saved on a CD-R, DVD-R, or USB flash drive

See Requirement #10 on page 5 for more information about video format requirements.

IMPORTANT NOTE

Read this entire manual very carefully! It contains information critical for the preparation and submission of your CPACE-Video materials. Failure to follow **all** of the requirements described in this manual could result in your not meeting the requirements of the CPACE-Video.

Introduction

The purpose of the California Preliminary Administrative Credential Examination (CPACE) is to ensure that candidates for the preliminary Administrative Services Credential possess the knowledge, skills, and abilities required by the state for the provision of effective performance by California administrators. The CPACE has been developed by the California Commission on Teacher Credentialing (CTC) for prospective administrators who choose to meet specific requirements for certification by taking an examination. The examination consists of two separate test components: 1) a written component that is composed of multiple-choice and constructed-response questions and is offered as a computer-based test, and 2) a video component that is the focus of this procedures manual.

The CPACE Content Specifications, on pages 22–33 of this manual, delineate the administrative objectives that are important for the provision of effective performance by California administrators. These objectives are organized into the following four domains:

- Domain I: Visionary and Inclusive Leadership**
- Domain II: Student Learning**
- Domain III: Systems for Capacity Building**
- Domain IV: Resource Management and Educational Law**

Each domain is organized into objectives. Each objective includes a number of descriptive statements of the type of content covered by that domain. The CPACE-Video component requires you to **demonstrate** your knowledge, skills, and abilities in using effective communication skills in a professional interaction. You are to do so by completing a **video submission**, which includes (a) a completed Context Form, (b) a 7- to 10-minute video recording of you completing a specific task, and (c) a completed Reflection Form.

This manual provides specific instructions for preparing the video submission. You should read and follow the instructions carefully.

MAINTAINING PRIVACY AND CONTROL OF VIDEO-RECORDED ASSESSMENT MATERIALS

It is your responsibility to protect the privacy of all individuals, including yourself, who appear in the video recording made as part of the CPACE-Video component.

You may not:

- Make more than one backup copy of the video.
- Share the video with your family or friends, or any other person or organization, with the exception of professional educators for the sole purpose of preparing the CPACE-Video component.
- Share or post the video online to any site (e.g., You Tube).
- Keep possession of the backup copy of the video after test results have been reported.

Violation of any of these privacy requirements with respect to the video can have serious consequences that could affect your career as a teacher or an administrator.

TEST REGISTRATION

Your registration for the CPACE-Video is valid **only for the submission deadline you selected when registering**. If you do not submit your test materials for receipt by Evaluation Systems by the submission deadline, you will no longer be registered for the CPACE-Video and you will need to register and pay the test fees for a future submission deadline.

Refer to the CPACE website (www.ctcexams.nesinc.com) for information on changing or withdrawing your CPACE-Video registration.

NOTE: If you change your submission deadline, the video task assigned for that deadline will be **different** than the task assigned for your original deadline.

TEST MATERIALS

You should have received in your mailing the following set of items necessary for completing the CPACE-Video. If any of these materials are missing, please call the CPACE Program immediately at (866) 496-7314 or (916) 928-4048.

- this ***CPACE-Video Procedures Manual***, including a sample **Parent/Guardian Permission Form**
- a **CPACE-Video Registration Confirmation Form**
- a **Candidate Identification Form**
- a **Video Support Packet**, including your **assigned video task**, a **Context Form**, and a **Reflection Form**
- a **letter that you are to provide to a site manager or other appropriate contact** where you will record your video
- a **checklist**, affixed to a manila envelope, of key steps for returning your completed materials
- a clear, re-sealable **plastic bag** for use if submitting a USB flash drive
- a return envelope addressed to the CPACE Program

This manual provides further instructions regarding each of these materials.

TEST REQUIREMENTS

Before beginning work on your video submission, carefully review the CPACE-Video requirements listed below.

NOTE: If your video submission receives a rating of "Requirements Not Met," you will not pass the CPACE-Video.

You must meet all of the requirements listed below. If you fail to meet any of the requirements, your video submission will receive a rating of "Requirements Not Met," you will not pass the CPACE-Video, and you will not receive any refund.

- 1. COMPLETE THE CANDIDATE IDENTIFICATION FORM.** You and the administrator, manager, or his/her designee, of the site at which the video-recording occurred must properly complete and sign the Candidate Identification Form. You must include this form with your completed video submission.
- 2. COMPLETE A VIDEO SUBMISSION THAT MEETS THE TECHNICAL REQUIREMENTS DESCRIBED IN THIS MANUAL.** Your video submission must contain a video recording of your task and the Context Form and the Reflection Form completed according to the directions in this manual. You must affix the Video Recording Identification Label to the video recording. The label is found on the cover of the Video Support Packet.
- 3. PROVIDE A VIDEO SUBMISSION BASED ON THE SPECIFIED CPACE-VIDEO TASK.** The video submission must address the assigned task as specified in the Video Support Packet and based on the CPACE Content Specifications (pages 22-33).
- 4. PROVIDE A VIDEO SUBMISSION WITH SUFFICIENT EVIDENCE OF YOUR KNOWLEDGE, SKILLS, AND ABILITIES IN CPACE COMPETENCIES.** In the video submission you must **demonstrate** your knowledge, skills, and abilities in the use of effective communication skills in a professional interaction. The video submission must have sufficient evidence of your knowledge, skills, and abilities so that scorers are able to make judgments about the adequacy of the knowledge, skills, and abilities demonstrated. Across all three elements of the video submission, **you bear the burden of proof** to demonstrate your knowledge, skills, and abilities. A "Requirements Not Met" rating will be assigned to a video submission that does not provide sufficient evidence of your knowledge, skills, and abilities (e.g., a task that relies primarily on the use of educational media such as a film or a task that is delivered primarily by another person).
- 5. RECORD AT LEAST SEVEN MINUTES BUT NO MORE THAN TEN MINUTES OF THE TASK AT THE BEGINNING OF THE VIDEOCASSETTE, DVD, OR VIDEO FILE.** The video-recorded task must immediately follow the recording of your candidate ID statement at the beginning of the videocassette, DVD, or video file; must be at least seven minutes long; and should be no longer than ten minutes. Only the first ten minutes of each videocassette, DVD, or video file will be reviewed.
- 6. SUBMIT A VIDEO-RECORDED TASK WITH NO BREAKS IN THE RECORDING.** The interaction must be recorded without stopping, pausing, or otherwise interrupting or editing the recording. Any edits, breaks, or interruptions in the video-recorded task will result in a "Requirements Not Met" rating.

(continued on next page)

- 7. PROVIDE A VIDEO RECORDING WITH CLEAR VISUAL AND AUDIO OUTPUT AND FORMS WITH LEGIBLE RESPONSES.** Your video submission must be of a quality such that scorers are able to view your recorded task, hear you, and read your written responses on the Context Form and the Reflection Form.
- 8. SUBMIT ONLY ORIGINAL WORK.** Your video submission, including a Context Form, video-recorded task, and Reflection Form, must represent your own original work and not copies or paraphrases of someone else's work. The video-recorded task must represent a situation in which participant actions and responses have not been scripted or rehearsed. If there is adequate reason to question the originality of your work or the validity or legitimacy of your video submission, your submission will be assigned a "Requirements Not Met" rating. If your video submission is substantially similar to another candidate's video submission, the validity of both submissions will be in question.
- 9. COMPLETE THE VIDEO SUPPORT PACKET AND RECORDING IN ENGLISH.** You must complete the Context Form, the video-recorded task, and the Reflection Form in English.
- 10. SUBMIT YOUR VIDEO RECORDING USING AN APPROVED DATA STORAGE MEDIUM AND VIDEO FILE TYPE, IF APPROPRIATE.** Your video recording must be submitted using an approved data storage media and video file type, if appropriate. The approved data storage media and video file types are
 - (1) a mini digital videocassette (DV);
 - (2) a DVD or mini DVD; and
 - (3) AVI (.avi), Quick Time (.qt, .mov), MPEG-4 (.mp4), or WMV (.wmv) video files saved on a CD-R, DVD-R, or USB flash drive.

A "Requirements Not Met" rating may be assigned to a video submission that includes a video recording in any unapproved format (e.g., 1/2-inch VHS videotape, 8mm, VHS-C, S-VHS, 3/4-inch VHS, Beta) or that cannot be played (e.g., a videotape that is broken or damaged; a DVD that has not been finalized).

Steps in Completing the Video Submission

This section of the manual describes the steps you should take to plan and complete your video submission.

OBTAIN PERMISSION TO RECORD

If applicable to the assigned task, obtain permission to record from the site manager of the location where the recording will occur (e.g., principal of a school) and parent(s)/guardian(s) of any minor who will be included in the video recording. A letter to a site manager or other appropriate contact has been included in your CPACE materials. Use this letter to inform the site manager and to obtain permission to proceed with the recording.

It is your responsibility to obtain appropriate consent from parent(s)/guardian(s) of any minors who appear in your video recording. A sample Parent/Guardian Permission Form is included at the end of this manual. You may use either this sample form or, if you are associated with a school district, a form your district uses for similar purposes. If you use the sample form, be sure to fill in the appropriate information before distributing it to the parents/guardians. Do **not** include any parent/guardian permission forms with your video submission. You should keep such forms in your own files.

PREPARE FOR THE TASK

Review the CPACE Content Specifications.

Carefully review the CPACE Content Specifications on pages 22–33 of this manual before planning your task. The specifications consist of 10 competencies in four domains. The central objective of your video-recorded task must be to use effective communication skills in the professional interaction as defined by the assigned task.

Select a setting that meets the assessment requirements.

Your video submission must address the assigned task. The location and number of participants must reflect the task as described in the CPACE–Video Support Packet.

Plan a task that allows you to demonstrate your knowledge, skills, and abilities.

Carefully plan a task that meets the task requirements and that allows you to **demonstrate** your knowledge, skills, and abilities as outlined in the CPACE Content Specifications. In planning your task, carefully consider the following general guidelines.

Plan a task in which you engage in *direct, explicit communication in a professional interaction*. Your video-recorded task should provide evidence that you have the knowledge, skills, and abilities for effectively communicating in the assigned setting. On your video recording you should be actively engaging the participant(s) rather than serving as a more passive “facilitator” of the interaction.

Don’t plan a task that gives you little or no opportunity to demonstrate your ability to effectively communicate or to demonstrate knowledge and skills in communicating in a professional

interaction. For example, taking a significant amount of recording time to read an excerpt from an article or view a film would be unlikely to allow you to demonstrate your knowledge and skills sufficiently.

Plan a task based on the goal(s) appropriate for the setting. The goal(s) should be clearly stated on the Context Form in *behavioral* terms; that is, you should clearly state your expectations of the interaction for you and for any participants. The goal(s) should be appropriate for the assigned task.

Don't plan a task that is overly broad in scope. Do not plan to record an interaction with numerous activities. Such a recording would most likely not allow you to demonstrate sufficient knowledge and skills in any depth.

Plan a task that will allow you to record yourself actively engaged and demonstrating your knowledge, skills, and abilities within the time constraints imposed by the CPACE requirements. The video-recorded task must be at least seven minutes long and should be no longer than ten minutes. (Only the first ten minutes of each videocassette, DVD, or video file will be viewed by scorers.) You could plan a task of up to ten minutes, all of which is recorded. Alternatively, you could plan a longer task, a segment of which is recorded. If your task is longer than ten minutes, select and record the segment of it that best demonstrates your communication skills. You can do this in either of two ways. You can record only that segment of the task, turning on the camera at the beginning of the segment and stopping it after ten minutes, or you can record the entire task and then copy the selected segment onto another videocassette, DVD, CD-R, DVD-R, or USB flash drive. The segment submitted must be a single, continuous recording with no breaks, edits, or interruptions of any kind.

COMPLETE THE CONTEXT FORM

Complete the **Context Form**, which is included in the Video Support Packet. **Carefully respond to all questions on the form.** Your submission will be evaluated on the basis of the Context Form, the video-recorded task, and the Reflection Form (discussed on page 14). Follow the directions below when completing the Context Form.

General Directions

1. Make sure your responses are legible.
2. Avoid abbreviations and acronyms.
3. Provide complete responses to all applicable questions.
4. Respond to the items on the Context Form in relation to the **entire task**, even if you record only a segment of the task.

Cover of the Video Support Packet

Attached to the cover of the Video Support Packet is a self-adhesive Video Recording Identification Label. At this stage in the preparation of your materials, leave the label attached to the cover. (Once your video recording is complete, you will affix the label to the video.)

Directions for Items 1–4

- Item 1: Describe where the interaction in your video will occur (e.g., school, other organization in which you participate).
- Item 2: Identify the individual(s) with whom you will be interacting in the video, providing any relevant background information, and describe your relationship to the person(s).
- Item 3: Describe the context in which the interaction will occur, including any background information and/or factors that can help explain what is occurring in your video submission. Describe any problem or educational issue that is the focus of the interaction. Be sure the description supports the segment of the task that will be recorded and submitted.
- Item 4: Identify and discuss the goal(s) you had for the interaction before it occurred, as well as any steps or actions you took to prepare for the interaction to achieve your goal(s).

Supporting Materials Submission

If the task involves the use of supporting materials that may be difficult for scorers to see as they view your video recording (e.g. excerpts, charts, or reports), you may, but are not required to, include copies of materials in the video submission. The materials submitted must be 8 ½" by 11" copies of materials that are used during the video-recorded task. Do not submit books, posters, or other bulky or oversized materials. Materials that do not meet submission guidelines will not be considered by scorers. If you submit support materials, you must describe the role of the materials in the video-recorded task. Submitted materials will not be returned to you.

PREPARE YOUR VIDEO RECORDING

Obtain appropriate equipment.

It is your responsibility to obtain the equipment needed to prepare your video recording.

For the best video and audio recording, it is recommended that you use the following:

- a new videocassette, DVD, CD-R, DVD-R, or USB flash drive (see Requirement #10 on page 5 for information about approved video formats)
- a tripod or other camera stabilization device, as well as electronic stabilization in the camera, if available
- an AC power source to operate the video camera. Battery packs may also be used as a power source, but if the battery charge is low, the quality of the video recording may be adversely affected.

Check that all equipment is in proper working order.

Decide whether to self-record or to have a camera operator record for you.

You have the option of preparing your video recording either by self-recording or by having another person serve as the camera operator. Using a camera operator will allow you to move about freely during the recording. This may be more in keeping with your natural communication style.

For **self-recording**, you set up the video camera in a fixed position, and no camera operator is needed. Because the camera lens is in a fixed position, only activity within the field of view of the lens is recorded. No other activity is recorded, although sounds originating out of view of the camera may be recorded by the camera microphone. While recording a task, you may move the camera to a new position, if needed, to record interactions better, **but do not turn the camera off at any time during the recording of the task.**

For **recording by a camera operator**, the camera operator can move the camera lens horizontally and vertically (panning), as well as in and out (zooming), to best record the interaction that is occurring. With a camera operator, you are free to move about the room and participant movements may be recorded because the camera lens can be rotated. In addition, the camera operator may move the camera from one location to another, if needed, to better capture the interaction. If you use a camera operator, you should caution the camera operator that **any stops during the recording of the task, even accidental ones, will cause your video submission to receive a rating of "Requirements Not Met," and you will not pass the CPACE-Video.** In addition, you should advise the camera operator not to interact with participants during the recording or to otherwise influence the recorded interaction.

For diagrams showing a variety of fixed-camera arrangements and camera-operator arrangements, see the "Video-Recording Camera Arrangements" section on pages 20-21.

Practice if you wish.

You are encouraged to record samples before creating your video recording for submission. Making practice video recordings may help you and the camera operator (if applicable) become more familiar and comfortable with the recording equipment and process.

Record your candidate ID statement.

The video recording that you submit must contain a video-recorded candidate ID statement immediately before the video-recorded task. To record your ID statement, face the video camera and record yourself stating your eight-digit CPACE identification number and the date (month, day, and year) on which you are recording the task. (Your CPACE identification number is printed on the label on the cover of the Video Support Packet.) To maintain participant anonymity during scoring, do not state your name while recording the ID statement.

The only permissible break in the video submission is between the candidate ID statement and the start of the video-recorded task.

Record the task or a segment of the task.

- Begin recording your task, using a timer or having the camera operator keep track of recording time. It is recommended that you record the video so that the date and the time are **not** displayed when it is being played.
- During the task, you or the camera operator may want to move the camera to a new position to record as much of the interaction as possible. If the camera is moved at any time during recording, it should be done as smoothly as possible with the camera turned on. **If there are any breaks in the video recording, your video submission will receive a rating of "Requirements Not Met," and you will not pass the CPACE-Video.**
- Recording suggestions follow.

Recording Suggestions

- Record an interaction that is clearly visible and audible.
- Record in as quiet a location as possible so that you and your participant(s) can be heard on the video recording.
- Use a new, high-quality mini digital videocassette (DV), DVD, CD-R, DVD-R, or USB flash drive.
- Use a tripod or other stabilization device to maintain a steady video image.
- Eliminate or reduce unnecessary background or outside noise during your recording session.
- Place the video camera at the appropriate angle and distance to show the most important elements of the interaction.
- Avoid pointing the video camera directly at the windows or other bright lights. If you do so, individuals in the foreground may be seen only as silhouettes.
- If information presented on an easel or overhead screen is an integral part of the task, make sure it is easily observable on the video recording. If it is not, you may wish to attach a written copy of the information to the Context Form.
- To preserve anonymity, avoid recording your name or the name of the site (e.g., school) on the video recording. Avoid referring to participants by both their first and last names.
- Avoid talking directly to the video camera.
- Make sure the video-recorded task continues for a minimum of seven minutes; no breaks are permitted in the video-recorded task.
- Keep the size of a video file to 150 MB or less by setting the proper resolution on the video camera prior to recording. Commonly used lower resolutions like "320 × 240" and "640 × 480" yield the best results for the purpose of this task.

Check the recording.

After recording, review what you have recorded. Make sure that:

- the task that you wish to be viewed by scorers is within the first ten minutes of the videocassette, DVD, or video file. If it is not, you must either record a different task or copy the desired segment of the video recording onto a CD-R, DVD-R, or USB flash drive or at the beginning of a new, blank videocassette.
- there are **no** audio or visual disturbances, breaks, interruptions, stops/starts, or edits in the recording.
- viewers can clearly see and hear the task and any relevant interactions that occur.
- the video recording meets all other CPACE-Video requirements indicated on pages 4-5 of this manual.

Review your video-recorded task.

Evaluate whether the video-recorded task clearly demonstrates your knowledge, skills, and abilities in the use of effective communication skills in a professional interaction. It is recommended that you show your video-recorded task to other professional educators to obtain their feedback. This may help you to submit a final video recording that best demonstrates your knowledge, skills, and abilities. The professional feedback of other educators may also help you improve communication in future professional interactions, even if you decide not to redo your video.

Finalize your video recording for submission.

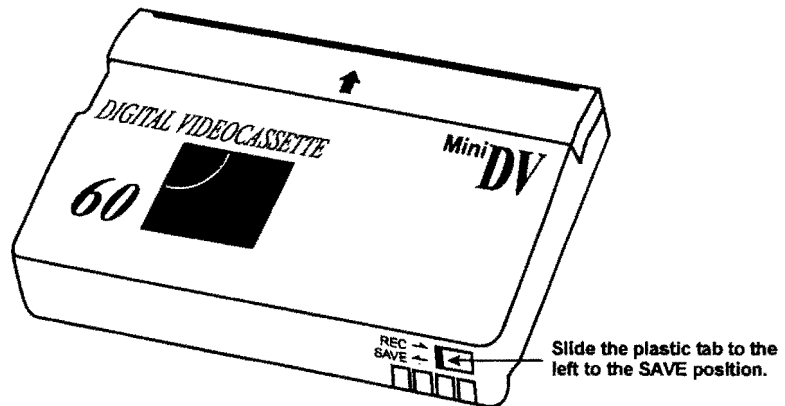
Finalize your video recording for submission by following the instructions below for your video format.

A. Mini Digital Videocassette

Slide the plastic erase-protection tab to the **SAVE** position. This will prevent accidental recording over your video recording. Figure 1 below shows the location of the erase-protection tab.

You should also make sure that the videocassette is completely rewound before submitting it.

Figure 1. Sliding Erase-Protection Tab to the SAVE Position



B. DVD or Mini DVD

For your DVD or mini DVD to be playable in a standard DVD player, it must be finalized. Refer to the instruction manual for your video camera, computer software, or DVD for finalization procedures. If your DVD cannot be played because it is not properly finalized, your video submission will receive a rating of "Requirements Not Met" and you will not pass the CPACE-Video.

C. Video File (AVI, Quick Time, MPEG-4, WMV)

After saving your video recording on your CD-R, DVD-R, or USB flash drive, verify that it can be viewed on a computer.

Make copies if desired.

It is recommended that you make a copy of the video-recorded task to retain until your test results have been reported. Your submitted videocassette, DVD, CD-R, DVD-R, or USB flash drive will not be returned to you. It is also recommended that you make a copy of your Video Support Packet and any planning materials that you submit, since these are not returned to you either.

COMPLETE THE REFLECTION FORM

After reviewing your video-recorded task, complete the **Reflection Form**, which is included in the Video Support Packet. **Carefully respond to all questions on the form.** A complete video submission includes the Context Form, the video-recorded task, and the Reflection Form. Follow the directions below when completing the Reflection Form.

General Directions

1. Make sure your responses are legible.
2. Avoid abbreviations and acronyms.
3. Provide complete responses to all questions.
4. Respond to the items on the Reflection Form in relation to the **entire task**, even if you recorded only a segment of the task.

Directions for Items 1–3

Item 1: Describe one or more communicative strengths you believe you displayed during the video interaction, and explain how the strength(s) influenced the interaction. Cite evidence of your oral communication skills from the recorded segment of the task. Your response should demonstrate knowledge, skills, and abilities related to effective communication in a professional interaction.

Item 2: Describe one or more ways you believe you could have conducted the session to improve your communication during the video interaction, and explain how the improvement(s) would have affected the interaction. Cite **specific** participant responses or behaviors that support your evaluation.

Item 3: Evaluate the extent to which you believe you achieved your goal(s) for the interaction, and explain why you did or did not achieve the goal(s). Refer to the goal(s) you identified and discussed on the Context Form.

COMPLETE THE CANDIDATE IDENTIFICATION FORM

Read and complete section 1 of the Candidate Identification Form. Indicate whether or not you grant permission to the CTC and to Evaluation Systems to use your video recording for research and training purposes, as indicated on the form. Sign the form.

Present your video recording and the Candidate ID Form to your administrator or manager or his/her designee for completion of section 2 of this form.

When you submit your video recording and completed Video Support Packet, include the completed Candidate ID Form.

Prepare Materials for Submission

AFFIX VIDEO RECORDING IDENTIFICATION LABEL

You will need to label your video recording by following the instructions below for your video format.

You must **use the Video Recording Identification Label from the cover of the Video Support Packet** to label your video recording.

To maintain participant anonymity, do not place your name anywhere on the video recording or the Video Support Packet. The Video Packet Identification Label identifies the video recording and Video Support Packet as yours.

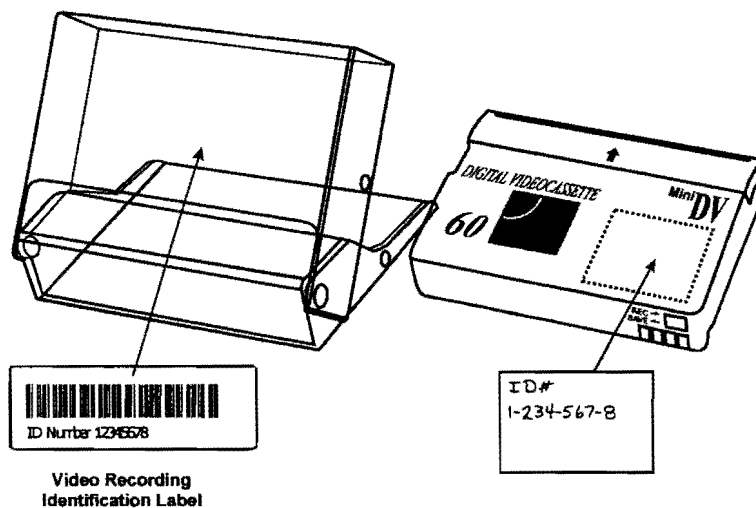
A. Mini Digital Videocassette

Remove the Video Recording Identification Label from the cover of the Video Support Packet. Affix the label to the cassette **CASE**, as shown in Figure 2A below.

Next, use one of the preprinted factory labels that came with the cassette. Write your eight-digit ID number on this label and affix it to the videocassette, as shown in Figure 2A.

DO NOT affix the Video Recording Identification Label to the cassette, as this could prevent playback of the video recording.

Figure 2A. Labeling a Mini Digital Videocassette



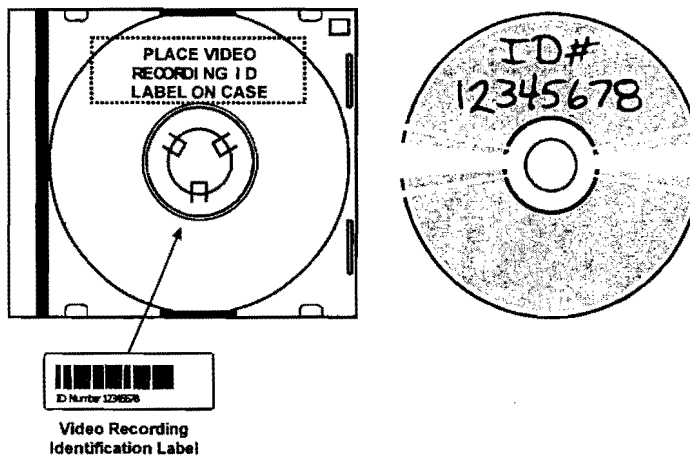
B. DVD, Mini DVD, or CD-R

Remove the Video Recording Identification Label from the cover of the Video Support Packet. Affix the label to the disc **CASE**, as shown in Figure 2B.

Next, using a fine-point permanent marker or pen specifically designated as safe for writing on discs, write your eight-digit ID number on the disc, as shown in Figure 2B.

Be sure to write only on the **top** (label side) of the disc. Writing on the bottom (readout) side of the disc will prevent playback of the video recording.

Figure 2B. Labeling a DVD or Mini DVD

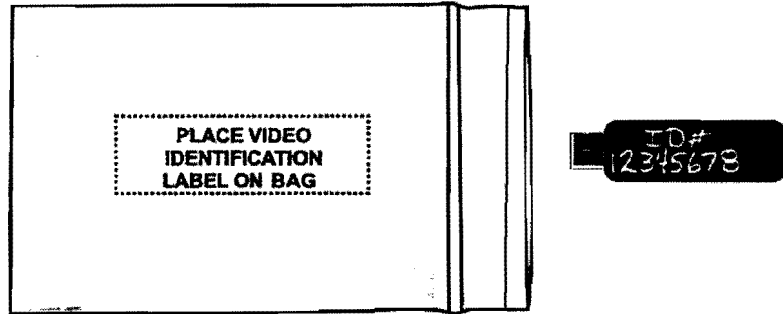


C. USB Flash Drive

Remove the Video Recording Identification Label from the cover of the Video Support Packet. Affix the label to the enclosed, re-sealable plastic bag, as shown in Figure 2C below.

Next, using a fine-point permanent marker or pen, write your eight-digit ID number on the USB flash drive, as shown in Figure 2C.

Figure 2C. Labeling a USB Flash Drive



ASSEMBLE MATERIALS

Assemble the following completed materials and pack them for mailing in the manila envelope provided to you and complete the checklist affixed to the envelope:

- 1) **Candidate Identification Form**
- 2) **Video Support Packet**
- 3) **Video-recorded task**

It is very important that **all** of these materials be included. You may also send supporting materials, as described on page 8. Do not send any other materials. Pack your manila envelope in the return envelope provided addressed to the CPACE Program. Affix the necessary postage to the return envelope.

MAIL MATERIALS TO THE CPACE PROGRAM

Please be sure to mail your materials so they are received by Evaluation Systems no later than the submission deadline for which you registered.

Mail your materials, using sufficient postage, to the following address:

CPACE Program
Evaluation Systems
Pearson
P.O. Box 340880
Sacramento, CA 95834-0880

You may wish to mail your materials using Return Receipt Requested so that you can confirm that your materials were delivered and the date of their receipt.

Scoring

SCORING OF YOUR VIDEO SUBMISSION

Each video submission will be scored by at least two qualified and well-oriented California educators using a method known as focused holistic scoring and a four-point score scale. A video submission that does not meet the requirements listed on pages 4–5 will receive a rating of "Requirements Not Met" and will not be scored.

The four-point score scale is provided below. For a video submission that meets the requirements listed on pages 4–5, the scoring process will result in two scores (one from each scorer) based on the four-point scale. The total score (assuming all submission requirements are met) will reflect the sum of the two scores.

CPACE–Video Score Scale

SCORE POINT	SCORE POINT DESCRIPTION	
4	The "4" response thoroughly fulfills the following components of the task.	<ul style="list-style-type: none"> • Plan an interaction that demonstrates your understanding of how to use effective communication skills in a professional setting. • Plan an interaction that is appropriate to the context in which the communication occurs. • Plan an interaction that addresses the goal(s) you have for the communication. • Engage in an authentic interaction in which you communicate clearly and accurately within the context of the professional setting. • Engage in an authentic interaction in which you demonstrate oral communication skills appropriate to the professional setting. • Engage in an authentic interaction in which you demonstrate nonverbal communication skills appropriate to the professional setting. • Engage in an authentic interaction in which you demonstrate presentation skills appropriate to the professional setting. • Analyze how your communication skills affected the interaction. • Reflect on how you could have improved your communication skills to enhance the effectiveness of the interaction. • Evaluate the extent to which you achieved your goal(s) for the communication.
3	The "3" response satisfactorily fulfills the following components of the task.	
2	The "2" response only partially fulfills the following components of the task.	
1	The "1" response fails to fulfill the following components of the task.	
RNM	Requirements Not Met (i.e., the requirements listed in the <i>CPACE–Video Procedures Manual</i> were not met).	
B	The first ten minutes of the videocassette, DVD, or video file are blank.	

Video-Recording Camera Arrangements

Suggestions for setting up the video camera to make a self-recorded or a camera-operator-recorded video recording are provided below. For best results given either type of recording, the camera lens should be directed away from windows or other sources of light.

SELF-RECORDING

If you choose to self-record, you will need to determine the camera placement and lens adjustment that are best for recording your planned task. Through trial-and-error experimentation with camera placement and the lens's depth of field, you will need to identify the area that will be visible in the recording.

Figure 3 presents camera arrangements that you may wish to consider.

Figure 3. Some Camera Arrangements for Self-Recording

KEY

Y = You

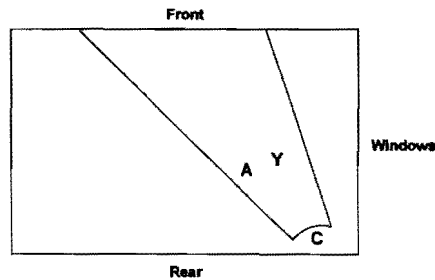
C = Camera

A = Attendees

 = Camera Field of View

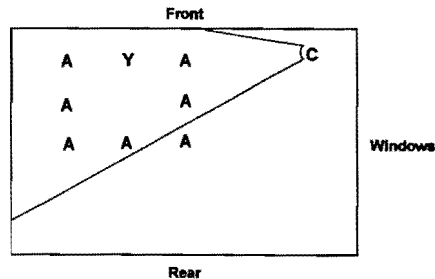
A. Rear-View Camera Arrangement (One-On-One Seating)

Camera is set up in rear corner of room with you and attendee in field of view (facial shots).



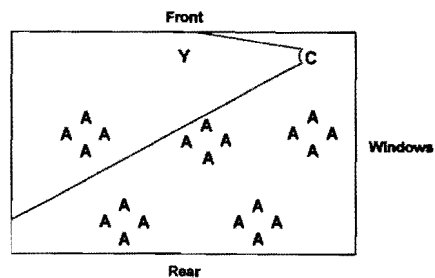
B. Front-View Camera Arrangement (Table Seating)

Camera is set up in front corner of room. You and some attendees (facial shots) are in field of view.



C. Front-View Camera Arrangement (Group Seating)

Camera is set up in front corner of room to record you and one or more groups of attendees.



RECORDING BY CAMERA OPERATOR

Figure 4 presents camera arrangements that you may wish to consider if you plan to record the task with the assistance of a camera operator.

Figure 4. Some Camera Arrangements for Recording by Operator

KEY

Y = You

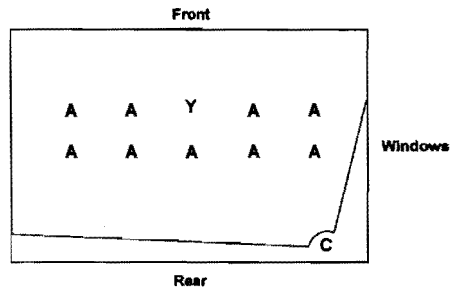
C = Camera

A = Attendees

 = Camera Field of View

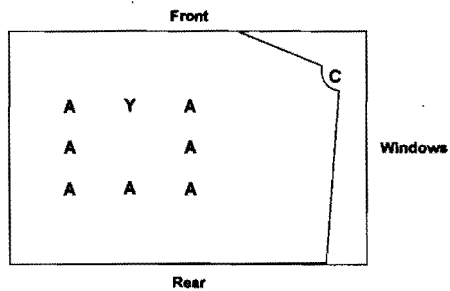
A. Rear-View Camera Arrangement (Table Seating)

Camera operator pans side to side to record you and other attendees from rear corner of room.



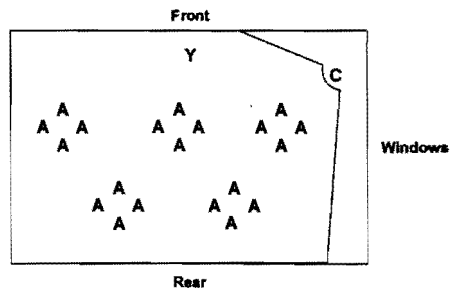
B. Front-View Camera Arrangement (Table Seating)

Camera operator pans side to side to record you and other attendees (facial shots) from front corner of room.



C. Front-View Camera Arrangement (Group Seating)

Camera operator pans side to side to record you and other attendees (facial shots) from front corner of room.



CPACE Content Specifications

CALIFORNIA PRELIMINARY ADMINISTRATIVE CREDENTIAL EXAMINATION (CPACE)

CONTENT SPECIFICATIONS

June 2010

Education Code section 44270.5 allows an examination alternative to the Administrative Services preparation program as long as the examination is aligned with the current Administrative Services Program Standards for preliminary certification. The CPACE Examination Development Team followed this mandate in developing the CPACE Content Specifications and also considered the California Professional Standards for Educational Leaders (CPSEL) and the 2008 Interstate School Leadership Licensure Consortium (ISLLC) Standards. Prior to reviewing the CPACE Content Specifications, which describe the range of content eligible for inclusion in the examination, the Development Team felt it would be wise for an examination candidate to first consider the following qualities needed to effectively meet the rigors, challenges and complexities of the administration position.

Educational leaders in California are dedicated to promoting the success of all students. They nurture and sustain an educational culture conducive to both student learning and staff professional growth, with equity and fairness toward all individuals and groups. They maintain a consistent focus on the educational vision and goals, while fostering collaborative relationships with parents, the community, and other educational partners to help achieve those goals. Educational leaders are change agents who have the courage to take calculated risks and try new approaches, persevere in efforts to promote support for positive change, and actively seek out material, human, and fiscal resources to advance student learning, while continuing to grow as an educational leader. They show good judgment and are guided in their interactions and decision making by a strong core of values and ethics. They are responsive to the views and goals of the local community and work to develop mutually beneficial school-community relationships.

Educational leaders create a safe and welcoming school environment that provides access and equal opportunity for all students. They collaborate with and support staff in identifying and applying research-based practices that help students with diverse backgrounds, strengths, and needs to master the knowledge and skills they will need to meet the challenges of life and career in the twenty-first century. They use data as well as current educational research and policy to evaluate organizational effectiveness, identify problems, generate solutions, monitor results, validate accomplishments, and evaluate outcomes. They hold themselves and others accountable for student achievement and work to create a culture of commitment, professionalism, collegiality, inquiry, and shared goals for improvement. They build organizational capacity based on trust, support, shared responsibility, reflective practice, and continuous learning.

CALIFORNIA PRELIMINARY ADMINISTRATIVE CREDENTIAL EXAMINATION (CPACE)

CONTENT SPECIFICATIONS

June 2010

Domain	Range of Competencies
I. Visionary and Inclusive Leadership	01–02
II. Student Learning	03–04
III. Systems for Capacity Building	05–06
IV. Resource Management and Educational Law	07–10

"All students" and "all student groups" are referenced throughout the CPACE Content Specifications. These groups include students with diverse linguistic backgrounds, including English Learners; students with diverse ethnic, racial, socioeconomic, cultural, academic, and family backgrounds; male and female students; students with different gender identities and sexual orientations; students with disabilities; students who are advanced learners; and students with a combination of special instructional needs.

DOMAIN I—VISIONARY AND INCLUSIVE LEADERSHIP

0001 Understand how to provide leadership in facilitating the development, articulation, implementation, and stewardship of a shared vision of learning; collaborating with diverse constituents; and mobilizing school and community resources to achieve the vision and promote the success of all student groups.

For example, includes knowledge of:

- major theories and concepts in educational leadership; the importance of viewing all aspects of educational leadership through the lens of student learning; and relationships between leadership theory and practice in the context of contemporary educational issues in California
- skills and strategies for facilitating the development of a shared vision for the achievement of all student groups based on data from multiple measures of student learning
- the characteristics of a sound and sustainable educational vision and the importance of aligning the school vision with the district's vision and goals
- skills and strategies for effectively communicating the shared vision, helping all stakeholders understand the vision, and encouraging the entire school community to work toward achieving the vision
- skills and strategies for leveraging and marshaling sufficient resources to implement and attain the vision for all student groups
- potential barriers to accomplishing a vision and effective ways to address and overcome barriers
- how to shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision
- how to facilitate the comprehensive integration of technology to support achievement of the vision
- how to ensure the inclusion of diverse stakeholder groups in change efforts and use the experiences and perspectives of those with diverse backgrounds to achieve the vision
- skills and strategies for strengthening schools through family and community partnerships
- the importance of communicating information about the school on a regular and predictable basis to all families through a variety of media and how to ensure that all constituents have ample access to information sources
- how to mobilize and leverage community support to promote equity, social justice, and success for all student groups

0002 Understand the interplay of the political, social, economic, legal, ethical, and cultural contexts of education in promoting the success of all student groups.

For example, includes knowledge of:

- the principles of democratic education and the ways in which historical, cultural, and philosophical forces; policy decisions; and prevailing practices influence education
- the role of schools in preparing students to be productive citizens and to meet challenges of the future
- the political, social, economic, and cultural contexts of education at the local, regional, state, and federal levels that affect California public schools and how to respond to and influence these contexts
- public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components
- the relationships between federal, state, and local educational policies and practices and the role of specified policies and practices in ensuring equitable, democratic education
- how to communicate and work effectively with all stakeholders, including district and local leaders, to generate support for the school, promote public policies that benefit students, and encourage improvement in teaching and learning
- effective, professional, and interactive communication with various audiences and for various educational purposes
- skills and strategies for welcoming the community and for developing and nurturing public support
- how to learn about and address the diverse expectations, needs, goals, and aspirations of family and community groups and incorporate this knowledge as a basis for decision making
- how to examine and respond to equity issues related to race, diversity, and access using inclusive practices
- principles and guidelines for acting fairly, responsibly, ethically, and with integrity in educational contexts
- how to communicate about, model, and hold oneself and others accountable for exhibiting personal and professional ethics, integrity, justice, and fairness
- how to use the influence and power inherent in a leadership position to enhance the educational program, promote learning for all student groups, and make fair and appropriate decisions

DOMAIN II—STUDENT LEARNING

0003 Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional program that promotes success for all student groups.

For example, includes knowledge of:

- how to shape a positive school culture in which high expectations are the norm for all students and staff
- strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community
- relationships between student behavior management systems and student success
- how to develop and implement positive and equitable behavior management systems that promote and support a collaborative, positive culture of learning
- standards-based curricula and how to work collaboratively to integrate and articulate programs throughout the grades
- how to establish a culture of individual and collective accountability among students, teachers, and other staff by developing and implementing an accountability system grounded in standards-based teaching and learning
- how to make evidence-based decisions regarding instructional improvement, including changes in practice, by analyzing, evaluating, and using various types of data to engage staff in advancing instructional effectiveness
- how to improve the academic performance of all student groups by using multiple assessments to continuously evaluate learning
- principles of educational equity and how to provide equitable access to the school, the curriculum, and available programmatic supports to all groups of students and their parents/guardians
- how to incorporate all types of diversity into the curriculum and educational activities in ways that are appropriate and that enhance teaching and learning
- discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias
- skills and strategies for engaging all parents/guardians in the instructional program and in behavior management systems in ways that support high expectations

0004 Understand effective teaching and learning and the use of instructional leadership to promote the success of all student groups.

For example, includes knowledge of:

- theories, principles, and concepts related to student learning and development and best-practice applications in the school setting
- effective, research-based curriculum, instruction, and assessment and how to use this knowledge to plan, organize, and supervise curriculum, instruction, and assessment to meet California content standards
- classroom structures, schedules, instructional materials, and grouping practices that support teaching and learning goals and that facilitate active learning and promote student reflection and inquiry
- how to create a dynamic learning environment that appropriately integrates technology to facilitate student learning, creativity, and collaboration
- how student diversity influences teaching and learning and how to use research-based strategies to maximize achievement for English Learners, students with disabilities, and all other student groups
- policies and practices for determining student learning needs, placing students in appropriate learning contexts, and ensuring full access to the curriculum for all students
- how to coordinate the identification, acquisition, and use of internal and external resources to provide support and enhance achievement for all students

DOMAIN III—SYSTEMS FOR CAPACITY BUILDING

0005 Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.

For example, includes knowledge of:

- principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes
- how to implement effective induction plans for new teachers and use a variety of methods, such as mentoring, coaching, observation, and feedback, to promote effective teaching and improve performance for all faculty and staff
- how to use data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design differentiated professional development to meet needs and achieve goals
- strategies for building staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment
- how to develop and implement a plan for self-improvement and continuous learning; use various types of activities and resources to engage in effective professional development; and reflect on personal leadership practices and their influence on others
- how to use time and technology effectively to improve instructional leadership and promote personal and professional growth

0006 Understand organizational management and its use in creating positive and productive learning systems that promote the success of all student groups.

For example, includes knowledge of:

- research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups
- principles and practices for initiating and sustaining a cycle of inquiry leading to growth and improvement in organizational effectiveness as evidenced by increased student learning
- how to initiate, monitor, and evaluate change processes within the organization and make needed adjustments to achieve goals
- how to address the concerns of stakeholders who may find change threatening and how to overcome barriers to change
- how to use systems thinking to set priorities and manage organizational complexity
- skills and strategies for engaging in collaborative, data-driven problem solving and decision making aimed at improving the learning environment and promoting achievement for all student groups
- skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the educational community
- skills and strategies for providing opportunities for all staff to develop and use skills for collaboration, distributed leadership, reflection, shared decision making, and problem solving in support of student learning and for inspiring higher levels of performance, commitment, and motivation
- how to reach out to the broader community, including families, agencies, and community organizations, to promote organizational improvement
- principles and procedures for evaluating and using technology to facilitate effective and timely communication, manage information, enhance collaboration, and support effective management of the organization

DOMAIN IV—RESOURCE MANAGEMENT AND EDUCATIONAL LAW

0007 Understand human resource management and its use in creating a positive and productive learning system that promotes the success of all student groups.

For example, includes knowledge of:

- effective, legal, equitable, and ethical procedures for recruiting, selecting, hiring, inducting, developing, and retaining staff
- effective, legal, equitable, and ethical procedures for evaluating, supervising, disciplining, and dismissing staff
- how to support, motivate, recognize, and celebrate staff at various stages in career development
- skills and strategies for coordinating and aligning human resources, including making appropriate staffing and teacher placement decisions, to support organizational goals and promote equitable learning opportunities for all student groups
- labor relations and collective bargaining as they relate to education in California, and contract implementation and management within the local setting
- how to manage legal and contractual agreements and records in ways that foster a professional work environment and ensure privacy and confidentiality for all students and staff, including using appropriate technological tools
- policies and procedures related to human resource administration, including relevant state and federal laws and regulations

0008 Understand operational management and its use in creating a safe, efficient, and effective learning environment that promotes the success of all student groups.

For example, includes knowledge of:

- practices and procedures (e.g., record keeping, repair and maintenance, custodial services) and legal requirements (e.g., fire safety codes, OSHA regulations, Civic Center Act) for sustaining a safe, efficient, clean, well-maintained, and productive school environment
- how to manage school operations effectively within the structure of California public education rules, regulations, and laws and how to develop, implement, manage, and modify operational plans, procedures, and schedules to support student learning
- legal and policy requirements related to school safety and how to develop and implement plans and procedures for ensuring student and staff safety and building security
- effective and equitably applied student behavior management principles and practices, including tiered disciplinary measures, that promote a safe and productive learning environment for all students
- principles and practices related to crisis planning and emergency management
- strategies for allocating and utilizing space to meet instructional needs and accommodate extended learning programs (e.g., intervention programs, before/after-school programs, summer school programs, volunteer programs)
- the use of technological systems and tools to support the management of school operations
- procedures, practices, and legal requirements for managing auxiliary services (e.g., federal and state regulations related to food services, health services, student transportation, free and reduced-price meals)

0009 Understand fiscal and material resource management and its use in creating efficient and effective learning systems that promote the success of all student groups.

For example, includes knowledge of:

- how to coordinate and align fiscal and material resources to support learning for all student groups
- the financial implications of serving a diverse student population and the relationships between equitable resource management and effective instructional leadership
- how to use planning and problem solving to allocate fiscal and material resources effectively, legally, equitably, ethically, and in ways that align with teaching and learning goals for all student groups
- procedures for evaluating the use of resources and their educational impact
- how to leverage and maximize existing resources and seek new resources to enhance teaching and learning
- procedures for developing, managing, and monitoring balanced budgets and for involving stakeholders in budgeting processes
- how to interpret budgets and adhere to restrictions on the transfer and use of funds from various sources, including student activity accounts, to meet educational needs
- school finance in California, including relevant laws and regulations (e.g., state and local revenue sources, capital and operational funding, federal funding)
- procedures for communicating and reporting accurate financial information to a variety of audiences (e.g., school boards, community members)
- types of financial records, procedures for accurate record keeping and reporting, including legal requirements, and the use of current technologies for financial management and business procedures
- procedures for establishing and ensuring effective internal controls to safeguard financial operations

0010 Understand the legal dimensions of educational leadership.

For example, includes knowledge of:

- constitutional rights and protections for students and staff (e.g., due process, equal access, free speech, harassment) in various educational contexts and the role of the educational administrator in monitoring and ensuring their implementation
- legal issues and responsibilities related to an evolving technological culture (e.g., ensuring equitable access to digital tools and resources to meet all students' needs, implementing policies for the safe and appropriate use of information technology, promoting responsible use of technology)
- how district policies and specific laws (e.g., related to students with disabilities, English Learners, parents/guardians, mandated reporting, confidentiality, liability) at the federal, state, and local levels affect individuals and schools and how to ensure that the school operates consistently within the parameters of applicable laws, policies, regulations, and requirements

Commission on Teacher Credentialing
California Preliminary Administrative Credential Examination
(CPACE)—Video

PARENT/GUARDIAN PERMISSION FORM

Dear Parent or Guardian:

California legislation allows passage of an examination in lieu of completion of a school administration postgraduate preparation program toward meeting the requirements for the California preliminary Administrative Services Credential. The California Preliminary Administrative Credential Examination (CPACE) was developed by the Commission on Teacher Credentialing (CTC) in response to this legislation.

The CPACE includes a video component that assesses administrative knowledge, skills, and abilities. This component involves a video recording of the administrator candidate as she/he demonstrates communication skills in a professional interaction that may include students. No evaluations of students will be made from the video recordings. The video recordings will be used *only* for the evaluation of administrative performance of the candidate, research, and the development and implementation of the administrative assessment program.

An administrator candidate has registered for the CPACE-Video and would like your permission to have your student participate in the video-recorded task. This task will be designed by the candidate as part of the regular educational proceedings. Please complete the permission form below, indicating whether or not your student may participate in this video recording. This form must be returned to the administrator candidate by _____ (*insert date*). Students for whom permission is not obtained will not be asked to participate.

**California Preliminary Administrative Credential
Examination (CPACE)
Parent/Guardian Permission Form**

I give permission I do not give permission (*check one box*)
for _____ (*insert name of administrator candidate*) to video-record
_____ (*insert student's name*) for the purpose of completing the CPACE-
Video, and to the Commission on Teacher Credentialing and the Evaluation Systems group of
Pearson to use the resulting video recordings without identification of my child for the
evaluation of administrative performance of the candidate, research, and the development and
implementation of the administrative assessment program.

Parent/Guardian Signature

Date

