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## CalAPA Glossary

This glossary contains terms used throughout the California Commission on Teacher Credentialing's Performance Assessments.

**504 Plan.** Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination against individuals with disabilities and protects students from being denied participation in school programs, services, or activities solely on the basis of disability. A 504 Plan is a written document detailing the accommodations that can assist students with learning and attention issues learn and participate in the general education curriculum. Section 504 defines disability on a broader basis than does IDEA. That is why students who are not eligible for an IEP may meet the criteria for a 504 Plan. Students who meet the definition of a person with a disability under Section 504 are those who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment. The 504 Plan should include a description of the disability, the major life activity limited, the basis for determining the disability and its educational impact, and necessary accommodations.

**Academic language development.** Refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—in other words, it is the language used in classroom lessons, books, tests, and assignments, and it is the language that students are expected to learn and achieve fluency in. Frequently contrasted with “conversational” or “social” language, academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. Even though students may be highly intelligent and capable, for example, they may still struggle in a school setting if they have not yet mastered certain terms and concepts, or learned how to express themselves and their ideas in expected ways.

**Accommodation.** Service or support related to a student’s disability that allows the student to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the standard or expectation of the assignment or test.

**Age and/or developmentally appropriate higher-order thinking skills (HOTS).** A concept popular in American education reform that distinguishes critical-thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include analysis, synthesis, evaluation, interpretation, and transfer. HOTS are based on various



taxonomies of learning, such as that propagated by Benjamin Bloom in his *Taxonomy of Educational Objectives: The Classification of Educational Goals* (1956).

**Annotations.** Notes added by way of comment or explanation. In the California Teacher Assessment system, annotations serve to demonstrate the candidate’s understanding of what they are doing and explanation of why they are doing what is seen in the video (e.g., instructional strategies and practices, collaborative leadership, instructional coaching).

**Asset.** An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as a positive asset. Administrators, students, and teachers alike are valued for what they bring to the classroom or professional group rather than being characterized by what they may need to work on or lack, and therefore are considered assets. Student assets include diversity in **thinking** (e.g., critical, creative, inductive, deductive, holistic, detail focused), **culture** (e.g., ethnic, racial, gender-identity), **traits** (e.g., temperament, introversion/extroversion, social and emotional strengths, creativity, leadership/collaboration ability), and **intelligences** (e.g., musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily-kinesthetic), **as well as unique experiences or skills** (e.g., travel, outside projects, relevant talents/skills).

**California Administrative Performance Expectations (CAPE).** The CAPE are the expectations for knowledge, skills, and abilities that a new administrator should be able to demonstrate upon completion of a preliminary California-accredited administrator preparation program. The CAPE have six domains including development of a shared vision; instructional leadership; management and environment; family/guardian(s) and community engagement; ethics and integrity; and external context and policy. These are identical to the six domains of the California Professional Standards for Education Leaders (CPSEL) used to guide administrator induction programs, leading to a clear administrative services credential.

**California Content Standards and/or Curriculum Frameworks.**<sup>1</sup> These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area. For the purpose of this guide, this general term is also intended to include the California English Language Development Standards, the California Preschool Curriculum

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<sup>1</sup> 2014 English Language Arts/English Language Development Framework: <https://www.cde.ca.gov/ci/rl/cf/>  
California Content Standards: <https://www.cde.ca.gov/be/st/ss/>;  
California English Language Development Standards (CA ELD Standards): <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>;  
California Preschool Curriculum Frameworks: <https://www.cde.ca.gov/sp/cd/re/psframework.asp>;  
California Preschool Learning Foundations: <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>  
Expanded Core Curriculum for Students with Visual Impairments: Hatlen, P. (1996). “Expanded Core Curriculum for Students with Visual Impairments.” In *Guidelines for programs serving students with visual impairments* from <https://www.csb-cde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf>



Frameworks, the California Preschool Learning Foundations, and the Expanded Core Curriculum for Students with Visual Impairments.

**California English Language Development Standards (CA ELD Standards).** The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content.<sup>2</sup>

**California Preschool Curriculum Frameworks.**<sup>3</sup> These frameworks enrich learning and development opportunities for all of California’s preschool children. They include ideas for how to intentionally integrate learning into children’s play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children’s knowledge, skills, needs, and interests.

**California Standards for the Teaching Profession (CSTP).** These delineate and define six interrelated domains of teaching practice: (1) Engaging and Supporting All Students in Learning; (2) Creating and Maintaining Effective Environments for Student Learning; (3) Understanding and Organizing Subject Matter for Student Learning; (4) Planning Instruction and Designing Learning Experiences for All Students; (5) Assessing Students for Learning; and (6) Developing as a Professional Educator.

**California state indicators/measures.**<sup>4</sup> The six state indicators/measures for schools as identified by the California Department of Education in the [California School Dashboard](#)<sup>5</sup> (Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, Academic Performance,<sup>6</sup> and College/Career Readiness).

**Classroom context.** Classroom context can be defined as characteristics or features of classrooms that do not include the teachers or their teaching. This includes the composition of the student body, classroom structures, resources, as well as school and district policies that teachers must follow.

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<sup>2</sup> <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

<sup>3</sup> <https://www.cde.ca.gov/sp/cd/re/psframework.asp>

<sup>4</sup> The California Department of Education uses the terms “indicators” and “measures” to reference chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, and college/career readiness as both indicators and measures. Throughout this cycle, the term “indicator” will be used.

<sup>5</sup> California’s new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California’s diverse student population (<https://www.cde.ca.gov/ta/ac/cm>).

<sup>6</sup> Smarter Balanced Assessment Consortium (SBAC) data include grades 3–8 and 11; however, if longitudinal student academic performance data for other grades are available for your school, you may use those data.



**Co-facilitation.** Co-facilitation is when more than one person is involved in leading, planning, or designing a work project. Bringing their own unique life experiences, beliefs, knowledge, reactions, and feelings about themselves to the work, co-facilitators demonstrate a work relationship characterized by mutual responsibility and respect, and communicate well in order to work together effectively. Team members serve as allies, resources, and supports for and to each other. Through collegial discussion, they model powerful relationships that celebrate differences and promote an atmosphere of cooperation.

**Coaching (instructional).** Instructional coaching involves two people: the classroom teacher and the coach. Coaches work one-on-one and in small groups with teachers, providing guidance, training, and other resources as needed. Together, they focus on practical strategies for engaging students and improving their learning.

**Community of practice.**<sup>7</sup> Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

**Content-specific instructional strategies.** For classroom teachers, instructional strategies that are effective for the content area as defined by the Teaching Performance Expectations (TPEs) and the State Board of Education framework and/or equivalent. For administrators, instructional coaching employs strategies effective for the classroom/volunteer teacher's content area as defined by the California Standards for the Teaching Profession (CSTP).

**Content-specific pedagogy.** Content-specific pedagogy is the specific methods or practices that are used to teach a certain subject. Its focus is on the best practices for that subject, which are most likely derived through research of the methods or practices.

**Deficit thinking.** Deficit thinking refers to negative, stereotypical, and prejudicial beliefs about diverse groups.<sup>8</sup> According to Valencia (1997), "the deficit thinking paradigm posits that students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familial deficits and dysfunctions."<sup>9</sup>

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<sup>7</sup> Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.

<sup>8</sup> Constantine, M. G., & Sue, D. W. (2006). *Addressing racism: Facilitating cultural competence in mental health and educational settings*. New Jersey: Wiley & Sons.

<sup>9</sup> Valencia, R. R. (1997). *The evolution of deficit thinking: Educational thought and practice*. Abingdon, Oxon: Routledge Falmer.



**Designated English Language Development.** A protected time during the school day when teachers use the California English Language Development Standards (CA ELD Standards) as the focal standards in ways that build into and from content instruction.<sup>10</sup>

**Disability.** A child with a disability means a child evaluated in accordance with federal statute as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.<sup>11</sup>

**Discrimination.** Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit. Discrimination may occur, for example, on the basis of race, religion, gender, socioeconomic class, physical ability, or sexual orientation.

**Document analysis.** Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic.

**Educational Focus.** Identifying an academic area of unmet educational needs within communities, especially those that help children and youth achieve success in school and prevent them from dropping out before high school graduation.

**English language development (ELD) goals.** Specific statements of intended student attainment of essential English language skill development. The English language development goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning authentic and essential for student success.

**English language proficiency.** The level of knowledge, skills, and ability that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. For California, these are delineated in the California English Language Development Standards (CA ELD Standards).

**English Language Proficiency Assessments for California (ELPAC).** California and federal laws require that local educational agencies (LEAs) administer a state-adopted test for English Language Proficiency (ELP) to K–12 students whose primary language is a language

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<sup>10</sup> ELA/ELD Framework, 2014

<sup>11</sup> Individuals with Disabilities Education Act (IDEA) Sec. 300.8 (a) (1) <https://sites.ed.gov/idea/regs/b/a/300.8>



other than English. The ELPAC is the state-adopted model for assessing this information and is aligned with the 2012 California English Language Development Standards. This test consists of two separate ELP assessments: one for the initial identification (date of first entry into California public school) of students as English learners (EL) and a second for the annual summative assessment to measure a student's progress with learning English in four domains: Reading, Writing, Speaking, and Listening. While the families/guardians can opt their EL student out of support classes, they cannot exempt them from the state and federally required testing.

**English learner.** A student for whom there is a report of a primary language other than English on the state-approved Home Language Survey or district criteria and who, on the basis of the state-approved oral language assessment procedures, has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

**Equity-driven leadership.** An equity-driven leader must have the ability to (1) conceptualize schools as complex organizations composed of a network of dynamic and interdependent thinking components, (2) pursue school change and improvement through systemic change and capacity building, and (3) create and articulate a shared vision of a school as a place where all students are fully engaged, inspired, and empowered, and their voices are heard.<sup>12</sup>

**Equity gap analysis.** The process of identifying discrepancies between resource allocations and outcomes for previously identified underserved students specified in school site/district improvement plans and actual performance in relation to those measures. Results of an equity gap analysis may show, for example, a lack of monitoring for effectiveness; that data are incomplete or insufficient, and require more qualitative data such as student shadowing; or identification of additional underserved student groups.

**Evidence-based practice.** "Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA [Every Student Succeeds Act] has generally been produced through formal studies and research."<sup>13</sup> Examples of evidence-based practices include but are not limited to UDL practices and strategies; providing students with clear lesson goals; questioning to check for understanding; summarizing

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<sup>12</sup> San Diego State University (2018). Five types of equity driven leadership thinking. In SDSU Handbook for Educational Leadership [Brochure]. San Diego, CA: Author.

<sup>13</sup> <https://www.cde.ca.gov/re/es/evidence.asp>



learning graphically; productive group collaboration; providing students with actionable feedback; teaching strategies, not just content; and teaching meta-cognition.

**Facilitation.** The act or process of helping to bring about a particular outcome.

**Facilitative questioning.** Facilitative questioning is used at a pre-observation meeting between a coach and a candidate. The coach helps prepare a teacher for an upcoming classroom observation through carefully crafted questions that are designed to elicit detailed insights into the teacher's instructional goals, concerns, and areas for potential improvement. Used as a strategic tool, coaches are able to guide teachers in reflective discussions about their teaching practice, the learning objectives for the upcoming lesson, and any challenges they anticipate. Facilitative questions in this context help establish a shared understanding between the coach and teacher, fostering a supportive and tailored approach to the observation process.

**Funds of knowledge.** Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez “to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133).<sup>14</sup> When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families/guardians of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classrooms in order to provide culturally responsive and meaningful lessons that tap students’ prior knowledge. Information that teachers learn about their students in this process is considered the students’ funds of knowledge.

**Gifted and Talented Education (GATE).** Under this state program, local educational agencies (LEAs) develop unique education opportunities for high-achieving and underachieving students in the California public elementary and secondary schools. Each school district’s governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high

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<sup>14</sup> Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, XXXI(2), 132–141.

González, N., Moll, L., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Kasarda, J., & Johnson, J. (2006). The economic impact of the Hispanic population on the state of North Carolina. Frank Hawkins Kenan Institute of Private Enterprise Report. Kenan-Flagler Business School, University of North Carolina at Chapel Hill.



achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education (SBE).

**Inclusive learning environment.** Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

**Individualized Education Program (IEP).** This written document is developed and required for each public-school student who receives special education and related services. The IEP creates an opportunity for teachers, family/guardians, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for students with disabilities.

**Individualized Family Service Plan (IFSP).** Available for children ages birth to three who qualify for early intervention, an IFSP is the result of a dynamic process that begins with the first contact with a child's family or legal guardian. Because it is based on a partnership between families/guardians and professionals, it is important that staff and families/guardians are flexible during the process to best meet the child's needs. The IFSP will change and grow during this process to reflect the needs of the family/guardian as well as those of the child. Although the legal timelines for the IFSP establish a linear outline for activities, circumstances that affect the child and the family/guardian may interrupt the process and alter the schedule.

**Institutional factors.** Commonly accepted and deeply ingrained norms, values, beliefs, systems, or practices operating across the broad domain of public educational organizations that, although not explicitly designed to do so, contribute to educational inequities between groups of students (e.g., racial, ethnic, gender, socioeconomic, religious, LGBTQ+, special needs, language learners). Such factors often represent insidious or unintentionally discriminatory practices taken for granted or based on longstanding and unchallenged traditions and customs.

**Integrated English Language Development.** All teachers with English learners in their classrooms use the CA English Language Development Standards in tandem with the CA Common Core State Standards (CCSS) for ELA/Literacy and other content standards.<sup>15</sup>

**Local Control and Accountability Plan (LCAP).** A three-year plan that identifies goals and measures progress for student groups across multiple performance indicators that is required of all California school districts, County Offices of Education, and charter schools as

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<sup>15</sup> ELA/ELD Framework, 2014





an accountability measure under the Local Control Funding Formula (LCFF) system. LCAPs must be updated annually.

**Modification.** Services or support related to a student’s disability in order to help a student access the subject matter and demonstrate knowledge, but in this case the services and supports *do* fundamentally alter the standard or expectation of the assignment or test.

**Multi-Tiered System of Supports (MTSS).** California’s Multi-Tiered System of Support (CA MTSS) is a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students. The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment thus closing the equity gaps for all students. By embracing the Whole Child approach to teaching and learning, grounded in Universal Design for Learning (UDL), and Culturally Responsive Teaching (CRT), and utilizing Implementation Science and Improvement Science for continuous improvement, the California MTSS framework lays the foundation for the statewide system of support. They have also moved from Tier 1, 2, 3 to a [Continuum of Supports](#): All Students—Universal Support, Some Students—Supplemental Support, and Few Students—Intensified Support.

**Narrative analysis.** Narrative analysis focuses on interpreting narratives from a group’s personal stories to understand how the individuals experienced something. Candidates are asked to provide an analysis of the conversations in their videos explaining the motivation, skills, and tactics used in order to achieve an anticipated result.

**Problem of practice.** A problem of practice is an area that a school identifies that focuses on the instructional core, is directly observable, is actionable, and connects to a broader strategy of improvement where the way forward is unknown. It is intended to focus the attention of the school on an instructional challenge that the group cares about and believes that taking action would lead to meaningful improvements in the instructional core. Identifying a problem of practice is the first step in a continuous improvement cycle.

**Problem statement.** A clear, concise description of the issue(s) that need(s) to be addressed by a problem-solving team. It is used to center and focus the team at the beginning of the



effort, to keep the team on track during the effort, and to validate that the effort delivered an outcome that solves the problem statement.<sup>16</sup>

**Qualitative data.** Traits, attributes, characteristics, properties, and qualities of phenomena that can be observed, but not numerically measured. Qualitative data can be categorized or described but, because they are non-numerical, cannot be subjected to arithmetic or statistical operations.

**Quantitative data.** Numerical data expressing a certain quantity, amount, or range. Usually, there are measurement units associated with the data (e.g., meters, degrees, score points). Arithmetic and statistical operations may be applied to quantitative data.

**Redacted.** Edited especially in order to obscure or remove sensitive/personally identifiable information (text) from a document.

**SAMR Model.** An acronym that stands for Substitution, Augmentation, Modification, and Redefinition.

**Social-emotional development.** Includes the student's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen et al., 2005). It encompasses both intrapersonal and interpersonal processes.

**Social identity.** The cultural identities of students<sup>17</sup> are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000): ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through socializing agents (Campbell, 2004). Therefore, teachers must understand that these cultural identities define who the students are.

**Structural factors.** The explicit, intentional, or operational features of an organization (e.g., management systems, decision-making protocols, personnel practices, core technologies, student support systems, policies within a school or a district) that foster disparate opportunities or inequitable student access to competent, appropriate, and rigorous teaching and learning experiences. Structural factors also represent how professional roles,

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<sup>16</sup> <http://www.ceptara.com/blog/how-to-write-problem-statement>

<sup>17</sup> Savage, S. (2005). The cultural identity of students: what teachers should know. Retrieved from [https://www.redorbit.com/news/education/246708/the\\_cultural\\_identity\\_of\\_students\\_what\\_teachers\\_should\\_know/](https://www.redorbit.com/news/education/246708/the_cultural_identity_of_students_what_teachers_should_know/)



responsibilities, tasks, relationships, or resources are organized and managed in ways that support or impede equitable education for all students.

**Student group.** A distinct group within a group; a subdivision of a group (i.e., a group whose members usually share some common differential quality).

**Timestamp.** A timestamp is a sequence of characters or encoded information identifying when a certain event occurred, usually giving date and time of day, sometimes accurate to a small fraction of a second.

**Universal Design for Learning (UDL).**<sup>18</sup> A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

**Well-being.** The state of being comfortable, healthy, or happy.

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<sup>18</sup> <https://udlguidelines.cast.org/>