Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	CSU East Bay	**Program**	**PRELIMINARY ADMINISTRATIVE SERVICES**
Date of Review	December 12, 2023		

Please complete the table below for all programs that were deemed to require "more information needed" by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum
Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution's accreditation website.

Standards Found to be Preliminarily Aligned	1, 2, 3, 4, 5, 7, 9

Standards Requiring More Information	**Comment from Program Reviewers**	**Response from Program**
Standard 6: Preparing Candidates to Master the Administrator Performance Expectations (CAPEs)	Standard 6 indicates that "As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the CAPE and provide formative and timely performance feedback regarding candidates' progress toward mastering the CAPE." Reviewers were unable to find evidence of CAPEs 1b, 1c, 4a, or 4b being assessed. Please clarify. Specifically:	We have highlighted how Task 3 CAPE 1 addresses external and internal constituents. The coaches assess the candidates on the CAPES in multiple ways, including in 1-on-1 coaching conversations with the candidates; at the beginning of the year during their 3-way conversations, in the CAPE fieldwork tasks, and again at the end of the year during the three-way meeting with their supervisor. Students also self-assess their proficiency in each of the CAPES in their Formative and Summative CAPE Reflections at the beginning and end of the year. This information is indicated in the EDLD 695/696 syllabus.

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	CAPE 1B: Partially assessed in EDLD 695 but only internal constituents appear to be involved.	CAPE 1B/1C/4A/AB : Under task 3 – "CAPE 1 Fieldwork" (pp. 7-8)-- there are multiple tasks that assess CAPE 1B , 1C, 4A, and AB. In this task, students locate their school/district's "value-centered beliefs" (e.g., their mission, vision, values/core beliefs). They analyze the ways that this mission, vision, values/core beliefs align, and trace the ways that these translate into their district and site plans (such as the SPSA/LCAP). They then analyze their district/site's plan and craft a discussion addressing the degree to which that plan addresses achieving equitable outcome for minoritized students/student groups in their community and district (CAPE 1C), and if possible, to share these data with members of their school community and engage them in conversations about revising the goals; this meets CAPE 1B, 4A and 4B by engaging parents, families, and the school community in discussions of how the candidates will increase equity in their districts and developing shared understanding. Second, Students discuss how each plan (district and site) includes parents, community members, teachers and staff, and how the plan actualizes their school mission and vision (CAPE 1C); they then share this idea with members of the school community. This deliberate inclusion of parent, family, and community voices, as well as discussing this information with the entire school community, helps develop shared understanding and builds relationships with/among partners. As such it assesses CAPE 1B, 1C, 4A, and 4B.
	CAPE 1C: As with TPE 1b, tasks appear to only include internal constituents.	This task further addresses CAPE 1C through the next part of the assignment, in which students discuss the issues, challenges, perceived obstacles, and the structural and/or cultural conditions that their school/district confronts in fully actualizing their vision/mission/values; they then share this data with members of their school community and engage them in conversations about

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		revising the goals, which meets CAPE1B by developing a shared community and CAPE 4A/4B by directly involving parents, families, and community in conversations about revising the goals; it also speaks to 1C (implementation). We acknowledge that CAPE CAPE 1B, 1C, 4A, and 4B were not listed as being met under that assignment originally; however these have now been added.
	CAPEs 3A-D and 5A-C: Reviewers were unable to access assignments in EDLD620. Readings (Sorenson & Goldsmith, links) and forums address this standard/element, but no assessments can be accessed for evidence—only a brief description in overview in syllabus. The column for assignments says to "See Syllabus for Directions and Due Dates." Also, Blackboard is referenced for further details on assignments but not available.	CAPES 3A-D and 5A-C are first introduced in EDLD 695/EDLD 600 in the Formative CAPES Reflection. In EDLD 620, these CAPES are practiced and assessed. CAPES 3A and 3C are practiced and assessed in the following way: Students learn about Operations and Resource Management (CAPE 3A) and Managing Organizational Systems and Human Resources (CAPE 3C) by gathering materials from the site and district containing information that new administrators need to know to understand the short and long term management strategies of their site. These include the school plan, school budget, PAR policy, LCAP, meetings with HR. They develop a 100 day plan with their principal that aligns with their site budget and goals. They are asked to consider alignment between the plan and budget, inciting evidence that there was an explicit equity lens. Students are also expected to select priorities, reflect on what they would do differently, identify areas of strengths, and assess gaps. Students learn about Managing Organizational Systems and Human Resources (3B) and Students engage in reflections in which they analyze and discuss the alignment between the PAR and their district LCAP (or the lack thereof) and what is contributing to the alignment or lack thereof. They also interview a new teacher and discuss the best practice from their interview

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		and what they would change about the experience. They further interview their HR director and share their observations, including any insights they gained. Discussions about the relationship between the school budget and school vision in Week 3, align with Managing the School Budget and Personnel (CAPE 3D). Case studies are formative opportunities that enable students to practice their developing knowledge. Summative activities task students with inhabiting the identity of a new principal of a school required to hire Special Education, ELL and general education teachers from a competitive talent pool. Tasks ask students to consider what they've learned about budgets, including budgeting for equity, create a recruitment plan to hire teachers with an eye toward preventing teaching vacancies, develop a plan for onboarding new staff and retention of high-quality teachers, and an observation and evaluation plan and practice that promotes social justice in education. These plans consider foundational laws and regulations pertaining to California school finance, federal and state program funding, and local allocations, such as the LCFF and LCAP. The instructor assesses and provides critical feedback for each assignment. CAPE 5A (Reflective Practice) is integrated throughout the course. Reflections at the end of assignments task students with identifying areas of improvement and professional growth to meet the school's needs. They are one of the many ways the instructor assesses students on this CAPE. Additionally, the focus of CAPE 5A.3–Maintaining a high standard of professionalism, ethics, integrity, justice, and equity and expecting the same behavior of others–aligns with the department's social justice principles which emphasize our shared humanity, ethical, just and

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		equitable behavior, and this standard is an expectation for each reflection. The course concludes (see Week 15) with a focus on CAPES 5B (Ethical Decision Making) and 5C (Ethical Action). Students explain how ethical leaders manage difficult situations, including discriminaroty institutional barriers to student and staff learning, as well as the strategies they use to overcome them and accomplish the school's vision, mission, and goals; the strategies, policies and practices of ethical discipline, especially given the discriminatory policies and practices that lead to inequitable outcomes for historically minoritized students, and how ethical leaders establish a vision for social justice in the first 100 days. This final culminating assignment puts together the tenets of CAPES 1-6, with a foregrounding of CAPE 5.
Standard 8: Guidance, Assistance, and Feedback	It is not clear that "The institution has individual program staff responsible for implementing the CalAPA and documenting the administration processes for all CalAPA activities/cycles." While the institution mentioned a CalAPA coordinator, the evidence does not indicate what this person is responsible for relating to the CalAPA. Please clarify. Please provide evidence of how the program ensures "all faculty and staff providing instructional and/or supervisory services to candidates within the program become knowledgeable about the CalAPA cycles, rubrics, and scoring, and how the CalAPA is implemented within the program, so that	Mariama Smith Gray, Ph.D., is the CalAPA Coordinator (See 2.1). She is responsible for implementing the CalAPA and documenting the administrative processes for all CalAPA activities and cycles. She attends all CTC sponsored CalAPA professional development for PASC program coordinators and has since 2016. At the beginning of each academic year, Dr. Gray meets with all PASC faculty, including the university coaches for PASC and CASC, to ensure they are knowledgeable about the CalAPA, they understand the changes to the CalAPA administration and materials, and have access to the updated materials, including the program guide, templates and rubrics (See 6.3, 6.5). She organizes quarterly meetings that focus on each of the three CalAPA cycles, the administration of the cycle, instructional support, and student progress on the cycle for program improvement purposes. At each meeting, Dr. Gray focuses on one cycle, working with faculty and university coaches to ensure that everyone understands how to prepare candidates. In addition,

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	they can appropriately prepare candidates for the assessment and also use CalAPA data for program improvement purposes."	she meets with faculty and coaches to align the fieldwork assignments and instruction with the CalAPA updates in the weeks before fall classes begin. These meetings are attended by PASC/CASC faculty and university coaches. Video recordings of the meetings and slides are distributed to all faculty and coaches after each meeting (See 6.3). Dr. Gray works with the Academic Coordinator to identify recent program graduates who need support with the CalAPA and ensure they are well supported. Documentation of this support can be found in 6.5 as well as 7.7 and 8.2.
8A: Administration of the Administrator Performance Assessment (APA)	Please provide evidence that "The program maintains program level and candidate level CalAPA data, including individual and aggregate results of candidate performance over time, and retains the data for one Accreditation cycle" and that "The program documents the use of these data for Commission reporting, accreditation, and program improvement purposes."	Document 8.2 provides information regarding our general candidate progress monitoring. While individual and aggregate candidate level results of candidate performance remain on Pearson's system, we regularly access these scores for documentation for Commission reporting, accreditation, and program improvement purposes. The Pearson system allows us to access and run reports that our system does not have the capability to do. We run reports on individual level results to ensure we understand candidate progress over time, needs for remediation and condition codes for our in person support sessions that are offered to all current students and program graduates who need to pass the CalAPA. We run aggregate reports to understand trends in candidate performance for program improvement purposes. We use data from these quarterly reports to plan our quarterly faculty and coach professional development (See 6.3).
8C: Assessor Qualifications, Training, and Scoring Reliability	Please provide evidence that the program identifies "potential assessors for the CalAPA centralized scoring option who are then trained, and when calibrated, selected by the	All of our PASC/CASC faculty have attended CTC-sponsored and/or CSU East Bay-sponsored (CSUEB) CalAPA professional development based on the CTC training. While we do not have current PASC/CASC staff who have served as CTC assessors in the past year, it is not for lack of effort. In past years, CSU East Bay

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	Commission's assessment developer to participate in scoring the CalAPA."	faculty have submitted their names for this opportunity, however they were not selected as assessors. Nevertheless, CSUEB faculty and coaches carefully and regularly review the commission's preparation materials to stay consistent with the CTC centralized scoring. Importantly, CSUEB faculty served on the committee to develop the CalAPA, and piloted the curriculum in their classes.

Preliminary Administrative Services Program Standards
Addendum Matrix

In the matrix below, indicate with an E each place where the competency/performance expectation is evidenced as being either Introduced (I), Practiced (P), and/or Assessed (A). Leave blank those cells in which the competency/performance expectation is not evidenced.

KEY
E: Evidenced/preliminarily aligned
(Blank): More evidence needed

California Administrator Performance Expectations (CAPE)	I	P	A
1A: Developing a Student-Centered Vision of Teaching and Learning	E	E	E
1B: Developing a Shared Vision and Community Commitment	E	E	
1C: Implementing the Vision	E	E	
2A: Personal and Professional Learning	E	E	E
2B: Promoting Effective Curriculum, Instruction, and Assessment	E	E	E
2C: Supporting Teachers to Improve Practice	E	E	E
2D: Feedback on Instruction	E	E	E
3A: Operations and Resource Management	E	E	E
3B: Managing Organizational Systems and Human Resources	E	E	E
3C: School Climate	E	E	E
3D: Managing the School Budget and Personnel	E	E	E
4A: Parent and Family Engagement	E	E	
4B: Community Involvement	E	E	
5A: Reflective Practice	E	E	E
5B: Ethical Decision-Making	E	E	E
5C: Ethical Action	E	E	E
6A: Understanding and Communicating Policy	E	E	E
6B: Representing and Promoting the School	E	E	E