7.1: Performance Assessment

In addition to completing all of the program requirements, candidates for the Preliminary Administrative Services Credential (PASC) must take and pass the [California Administrative Performance Assessment (CalAPA)](#) to be eligible for a PASC credential or certificate of eligibility. At CSU East Bay, the CalAPA is not a test, but rather a tool that facilitates candidates' development as effective equity-driven leaders. PASC candidates receive explicit instruction regarding the CalAPA requirements and support to ensure they successfully complete the assessment during their tenure in the program. Beginning in the first week of the program, candidates learn the historical and social factors and policies that contribute to and structure inequity in California schools. As the program progresses, they learn how to use data analysis to identify inequities and the factors that contribute to them at their own sites using multiple types of quantitative and qualitative data. In support of Leadership Cycle I, PASC candidates learn to research evidence-based peer-reviewed strategies that effectively address inequities, and share the data, resources and potential strategies with others. Through CalAPA Cycle II, PASC candidates have multiple opportunities to facilitate communities of practice. By the end of the program, PASC candidates have learned the potential of Cycle II's facilitating a community of practice for building a collaborative culture of ongoing improvement with the members of their school community. Additionally, they are able to explain why the process is critical to transformative leadership. By the time PASC candidates conclude Cycle III, they are moving beyond learning to observe and facilitate a reflective conversation about instructional practice with teachers to discussing their own experiences (as coachees and observers) with facilitating equitable and powerful teaching and learning environments through reflection.