Clear Administrative Services Credential

Induction Program Summary

Program Design

The Clear Administrative Services Credential Induction Program (CASC) operates within the College of Education & Allied Studies and the Department of Educational Leadership (DEL) with coordination among the Administrative Services Credential Clear Induction Program Coordinator, the Chair of the Department of Educational Leadership and the PASC Program Coordinator, full-time faculty, coaches, adjuncts, site,district, or county office mentors and district partners, to provide an ongoing support system for ASCC candidates. Frequent and purposeful communication occurs based on scheduled meetings and shared commitments to candidate progress. Collaborative CASC Leadership Activities include:

- Monthly department meetings with collaboration time for faculty to consider syllabi, assignments, candidate and program assessments.
- Monthly meetings with CASC coaches to review candidates' needs and progress
- Ongoing meetings and communications with Fieldwork Coaches, CASC and PASC instructors to insure coordinated support of candidates and provide updates on any changes in standards,expectations, and assessments.
- Monitoring (each semester) of ASCC candidates' progress in the field as well as seminar courses.
- CASC candidate participation, utilizing their expertise as discussants/facilitators of sessions examining current educational issues, at the CRECE Leadership Institute
- Meetings with District Leaders and DEL Faculty, including the annual CRECE Leadership Institute, with district partners to share current and former candidate work and gather input on curriculum and program design.
- Informational meetings, supported by district partners, to recruit highly-qualified program candidates co-facilitated by PASC & CASC Coordinators and Student Credential Services Liaison.

District Partnerships

School districts throughout the Bay Area collaborate with the Department of Educational Leadership to further develop the leadership capacity of their employees to better serve students. District leaders provide input on curriculum and program design to the Department Chair, CASC Coordinator, PASC Coordinator, and cohort leader(s). District leaders share university partnership goals with university coaches, site/district fieldwork mentors who support leadership development of CASC candidates. District leaders are invited to visit cohort classes to share expertise and provide feedback on district initiatives to further support district candidates. DEL faculty contribute significant reform research (i.e. serving English Learners, conducting collaborative inquiry for equity,

STEAM, and the digital divide) to PASC course content and school district improvement efforts. The annual Center for Research, Equity, and Collaborative Engagement (CRECE) Leadership Institute is designed to offer multiple opportunities for aspiring and veteran administrators to learn, develop and share effective leadership practices.

Course of Study: Fieldwork and Coursework Integration

The CSUEB program consists of a field-based academic program leading to a Clear Administrative Services Credential in two years. Educational leadership students also have the option of completing a Masters in Educational Leadership and/or a doctoral degree in Educational Leadership for Social Justices. The credential and degree programs within the Department of Educational Leadership are structured in cohorts. A "cohort" is a group of professional educators who enter the program at the same time and are placed into a group for their core classes. Cohorts are designed to create communities of learners and leaders who can work together collaboratively, supporting each other during rich, intense experiences in professional growth. Professionals emerge from these cohort communities prepared to serve as transformational leaders.

As CASC cohort leaders teach year 1 and year 2 the two year, four semester course sequence provides face-to-face and virtual meeting times for candidates throughout the school year. Fieldwork coaches also attend monthly seminar sessions. Fieldwork and coursework assignments are aligned to build candidates' experience with and understanding of the CPSEL. Field experiences inform course discussions and assignments. Course readings, activities and assignments support candidates in conducting and analyzing leadership work in the field. The CPSEL portfolio includes summative CPSEL reflections with artifacts/evidence from the field. Each seminar session focuses on the need to identify and better serve under-served student populations.

Semester 1 Year one	**EDLD 685** Managing and Organization and Developing a Collaborative Culture **Key Assignment:** Individual Plan (for 3 of the 6 CPSEL)	**EDLD 681** Coaching and Assessment Practicum I
Semester 2 Year one	**EDLD 686** Professional and Community Development **Key Assignment:** Individual Portfolio (documenting of performance in 3 of the 6 CPSEL)	**EDLD 682** Coaching and Assessment Practicum II
Semester 3 Year two	**EDLD 687** Developing an Inquiring Community **Key Assignment:** Individual Plan (for 3 of the 6 CPSEL)	**EDLD 683** Coaching and Assessment Practicum III

Semester 4 Year two	**EDLD 688** Political and Social Context in Education **Key Assignment:** Individual Portfolio (documenting of performance in 3 of the 6 CPSEL)	**EDLD 684** Coaching and Assessment Practicum IV

Program Development & Modifications

DEL faculty have participated in CTC work to refine and improve CPSEL and descriptions of practice that led to the revision of the following program documents:

- CPSEL Initial Assessment & IIP
- CPSEL Summative Portfolio
- Syllabi and assignments incorporate and assess the revised CPSEL

As the CASC program adapted to the conditions of Covid, DEL faculty and coaches developed a repertoire of virtual communication, teaching, coaching and observational strategies to best support our CASC candidates.

DEL faculty have developed unique pathways from the PASC to the CASC program with opportunities to pursue MS or EdD degrees. DEL faculty are committed to providing a coherent fieldwork experience in the CASC program and providing seamless support for candidates who completed the PASC program at CSUEB and continue to participate in the two-year induction program. To support the transition to an administrative position, we offer candidates the option to continue to be supported by the PASC coach with whom they have developed a trusting relationship. Additionally,CASC candidates may continue to pursue their equity-based inquiries through the MS or EdD programs.

Assessment (& Support) of CASC Candidates

There are six critical assessment events in the two-year program:

Year One: 1. Initial self assessment and development of Individual Induction Plan (IIP) 2. Mid-year candidate reflection on IIP progress; 3. End of first year IIP Portfolio (completion of 3 CPSELs);

Year Two:4.Revisions to self assessment and IIP Refinement and additions for second year; 5. Mid second year reflection on IIP progress; 6. Year 2 culminating IIP Portfolio. A portfolio (with artifacts) is submitted at the end of year two with all 6 CPSELs.

This portfolio includes the individual induction plan –with a description of progress and areas of growth to demonstrate the administrative and operational knowledge, skills and dispositions needed to effectively lead, manage, and improve educational organizations. The portfolio also includes artifacts to provide documentation of work completed in their administrative position. In the transition from year 1 to year 2, coaches and university instructors review year 1 portfolios to ensure calibration of expectations for

administrators' proficiency in the standards. Year 2 plans may be adjusted based on this calibration as well as changes in administrator positions by the candidate. The portfolio is further developed in the second year and submitted mid-year to monitor progress towards completion. At the end of the second year there is another 3-way meeting with coach, mentor, and candidate to review accomplishments and determine long-term professional learning goals. Final portfolios are reviewed by university instructors, coaches, and the Induction Program Coordinator.

The program is structured to support candidates' leadership development as they identify and plan for leadership tasks, implement their plans, receive feedback and reflect upon next steps. These ongoing cycles of professional learning begin with the initial candidate assessment which serves as the foundation of candidates' work to develop their leadership skills, knowledge and capacity in relation to the CPSEL. Upon entry in the program a meeting with the coach, mentor and candidate is convened to develop the individual learning plan (IIP). The key question addressed is what does the candidate need to know and be able to do in order to lead effectively in their current position. The university coach and site/district mentor monitor job-embedded tasks to determine if there are developments that should be incorporated into a candidate's IIP. They also collaboratively provide direct communication regarding candidates' ongoing progress throughout the two years of induction. Coaching activities and monthly seminars are aligned to address and assess candidates' competence in relation to the CPSEL as documented in first and second year portfolios. Consistent coaching via face to face meetings, observation cycles, electronic conversations, role play scenarios, analysis of written documents and communications, debriefing and planning sessions, supports individual candidates' acquisition of skills and understanding aligned to CPSEL. Monthly university seminars provide candidates with multiple opportunities to develop and demonstrate their knowledge of and leadership in the CPSEL: including role plays, critical friendship groups (job alike), promising practices presentations, class reflections, case study development, participation and analysis.

Table 1.1.1 Delivery Model

Location	**Delivery Model**	**Pathway**
Main Campus	Hybrid	Clear Administrative Services Credential Induction