DEPARTMENT OF
EDUCATIONAL
LEADERSHIP
COLLEGE OF EDUCATION
& ALLIED STUDIES

# PROGRAM HANDBOOK

## A Guide for Students, Faculty, and Educational Partners

**Preliminary Administrative Services Credential (PASC)**

**Clear Administrative Services Credential (CASC)**

CALIFORNIA STATE UNIVERSITY
EAST BAY



Last Revised: October 4, 2023

DEPARTMENT OF
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# Welcome to the Department of Educational Leadership

We would like to welcome you and wish you well on your journey to your Preliminary Administrative Services Credential (PASC), Clear Administrative Services Credential (CASC) and Master of Science in Educational Leadership (M.S.) within the Department of Educational Leadership at California State University, East Bay (CSUEB). The **MISSION** of the Department of Educational Leadership at CSUEB is to prepare critical and courageous scholar-practitioners who lead educational transformation. The **VISION** of the Department of Educational Leadership is to act as a collective of critical, courageous, and self-reflective scholar-practitioners who engage in active listening, confront their own complicity, leverage their privilege and institutional resources, analyze systems that perpetuate oppression, and work in solidarity with communities to both disrupt the expansion of historic inequalities and lead educational transformation.

We steward our mission and work toward our vision through our **five social justice principles**,

| **Transformative Power of Language** | **Transformation of Systems** | **Empowering Minoritized Perspectives** | **Community Solidarity** | **Critical Reflection** |
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| WE BELIEVE that language has the transformative power to courageously cultivate conditions that reject systems, practices, and behaviors that reinforce unequal power relations and create new possibilities for a more just society.<br><br>WE COMMIT to being purposeful leaders who reflect upon and problematize our choice of language in our teaching, program, work, and beyond. | WE BELIEVE that institutional systems and policies can contribute to the maintenance and expansion of historic oppressions, particularly for minoritized and racialized groups.<br><br>WE COMMIT to 1) critically analyzing the institutional structures that contribute to minoritizing oppressed groups AND 2) leveraging our privileges, resources, and systems to lead the disruption of inequitable systems and creation of alternatives. | WE BELIEVE that empowering minoritized perspectives in critical inquiry and dialog can produce more holistic insights and inspire transformative possibilities.<br><br>WE COMMIT to becoming a community of critical scholar-practitioners who empower multiple perspectives and analyses in order to provoke thought and cultivate change agency. | WE BELIEVE that powerful change happens when people develop collective agency and efficacy to disrupt historical injustices and create more equitable learning communities.<br><br>WE COMMIT to collectively stand in solidarity with our students to build connected communities that lead the transformation of oppressive systems and practices within our educational contexts. | WE BELIEVE that critical, humble, and courageous self-reflection that acknowledges and identifies the ways we participate in reproducing inequalities is an essential practice for dismantling oppressive systems.<br><br>WE COMMIT to support and leverage practices of active listening and critical reflection among faculty and students that translates into leading transformative action. |

We are proud to have you join this hybrid program and look forward to working with you over the next academic year(s). You have been selected as strong educational leaders who we expect will thrive and influence California, the nation, and the world.

During this year, you will ground your work in theory to practice through the five social justice principles which align with the CAPES/CPSELS, conduct fieldwork in a school setting including the California Administrator Performance Assessment (CalAPA), and dialogue with your colleagues regarding issues of equity and access to make positive change. As former K-12 teachers and educational leaders, We are so happy you are here to engage in teaching and learning together.

All blue phrases underlined throughout this handbook are hyperlinked to provide additional information. Our experienced faculty and staff are excited to guide you through our program. Faculty bios are located on our CSU East Bay website Faculty Page. If you are not sure who to contact about something, just reach out to any of us.

Welcome to the Pioneers Family!

Best

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# Table of Contents


PASC Admissions Requirements.....5

Program of Study Overview.....5

Core Pedagogies and Common Practices.....5

Coaching and District Partnerships.....6

Program of Study: PASC.....8

CAPES..... 8

Sample Course Sequence and Fieldwork.....9

General Responsibilities.....10

Fieldwork and CAPES Alignment .....11

CalAPA and Support.....11

CalAPA Submissions to Pearson.....13

Program of Study: ASCC.....14

CPSELS.....14

Fieldwork and Course Integration..... 15

Program Development..... 15

Assessment and Support of ASCC Candidates..... 16

Portfolio.....16

Common Handbook Elements: Grievance, Appeals, Status Accessibility.....19

Ombuds, Technology Support..... 20

## PASC/ASCC Admissions Requirements

PASC Candidates must possess one of the following valid credentials:

- a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
- a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
- a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

And provide the following:

- department application
- university application
- verification of the Basic Skills Requirement
- verification of five years of credentialed service experience
- credential processing fee

ASCC Candidates must possess all of the above in addition to:

- a PASC credential/certificate of eligibility
- verification of employment as an administrator

## Program of Study: Overview

CSU East Bay's Department of Educational Leadership offers mulitiple programs of study, including the Preliminary Administrative Services Credential (PASC), and Administrative Services Clear Credential (ASCC). The PASC Program is a one year program that prepares educators for educational leadership. ASCC is a two-year year induction program for educational leaders who hold a Preliminary Administrative Services Credential and are currently employed as an administrator. PASC graduates may enroll in the M.S. Program.

### Core Pedagogies

In order to operationalize the DEL's mission, vision, and core principles, our programs are praxis-directed and grounded in critical, humanizing, culturally relevant, community responsive, and abolitionist pedagogies. Such pedagogies immerse students in the very learning conditions that we expect from educational leaders for social justice and equity. Leading for social justice and equity very much affects and is affected by the structural (the way that schools are designed

and organized) and cultural (how people act, interact, and react) conditions of a school, and as such, pedagogy plays an intentional role in transformation. Given this, it is important for faculty and students to explore how institutional structure and culture guide how we all consume, make sense of, produce, and transmit knowledge and ways of being.

**Common Practices**

- Applying a conceptual framework that draws from critical, humanizing, culturally relevant, community responsive, and abolitionist pedagogies to ground and inform our incorporation of the praxis cycle (critical knowledge + critical reflection + critical dialog + critical action).
- Continually deepening students' critical consciousness through exploration of key critical theories.
- Engaging in frequent dialog to problematize real-world situations that students face.
- Applying practical frameworks that support students' school/district-based leadership practices.
- Providing opportunities for students to practice and co-construct learning.
- Providing numerous opportunities for students to build a critical, humanizing, and supportive community.
- Providing opportunities for students to continue their professional learning from CSUEB and local community events

**Coaching**

PASC/ASCC candidates work with a veteran educational leader hereafter referred to as the university coach (coach). The university coach coordinates support with the site/district mentor. Candidates meet regularly with the coach to complete the fieldwork activities at their worksites. Coaches attend regular professional development with the PASC/ASCC core faculty and help develop the materials the candidates use for fieldwork.

The coaches attend professional learning throughout the year. Coaches meet with their candidates regularly. Coaching typically happens in person, however it may occur virtually when needed, such as during a state-wide emergency. Coaches meet with candidates and their supervisors at the beginning and end of the academic/school year for a three-way meeting to discuss the candidate's proficiency/knowledge of the standards for educational leaders (e.g. CAPES/CPSELs). Candidates share a letter with their supervisors regarding the program standards and requirements for completion.

Coaching is embedded in the ASCC program; coaches attend ASCC classes and meet with their leadership candidates at the end of the monthly ASCC classes. The 1:1 meetings are based on the candidate's individual learning plans and focus on supporting leaders through current issues at their sites.

**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, ASCC 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 ASCC 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.

DEL programs are approved and accredited by the Commission on Teacher Credentialing.

**Program of Study: Preliminary Administrative Services Credential Program (PASC)**

**California Administrator Performance Expectations (CAPES)**

The CAPES are the program and student learning outcomes.

**Preamble**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well being. California leaders recognize, respect, and employ each student's strengths, experiences, and culture as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status to support the learning of every child.

Throughout this set of CAPEs, reference is made to "all students" or "all TK-12 students." This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the CAPEs.

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| Standard 1: | Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students. |
| Standard 2: | Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. |
| Standard 3: | Education leaders manage the organization to cultivate a safe and productive learning and working environment. |
| Standard 4: | Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. |
| Standard 5: | Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. |
| Standard 6: | Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices. |

Cal State East Bay's Department of Educational Leadership offers a hybrid, cohort-based Preliminary Administrative Services Credential (PASC). PASC courses count toward the first year of the M.S. in Educational Leadership. The PASC Program (24 units) is designed as an

integrated, comprehensive leadership development program where students complete six courses over two semesters. Students take one weekly synchronous class, and two online online classes with their cohort each semester[1]. The synchronous class meets once a week in person, and the two asynchronous classes meet online. Class meeting times and dates are determined by the instructor.

**Sample PASC Course Sequence**

| Sample Fall Semester Schedule | Sample Spring Semester Schedule |
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| EDLD 600 (Weekly Synchronous Class) | EDLD 610 (Weekly Synchronous Class) |
| EDLD 695 (Fall Fieldwork Class) | EDLD 696 (Spring Fieldwork Class) |
| EDLD 620 (Education Finance) | EDLD 625 (Education Law) |

## Field Work

Every PASC student must complete a two-semester fieldwork class. The fieldwork includes six job-embedded experiences that task candidates with applying leadership theory to an authentic context. Each fieldwork activity provides a deep dive into one CAPE, and, where appropriate, provides support with one CalAPA Leadership Cycle. These experiences provide the candidate with a broader view of the role of the site administrator, give practical experience to the theories and discussions from class, and signify to the university and the CTC that the candidate is qualified to be hired as a beginning school administrator. At the beginning of each semester, each PASC Cohort Leader (instructor)[2] introduces the fieldwork activities. The university supervisor (coach) guides the candidate through fieldwork activities during their monthly and one on one meetings.

### Process

During the Fall Forum at the beginning of the fall semester, the PASC Coordinator gives an overview of the PASC program requirements to the candidates. The information includes a discussion of appropriate forms and requirements, the semester's coursework objectives, and required field-based activities and department events. PASC candidates must demonstrate satisfactory performance on the California Administrative Performance Expectations (CAPEs) and the California Administrative Performance Assessment (CalAPA).

Within the first few weeks of the semester, PASC candidates meet with their coach to begin the activities for the fieldwork practicum. There are six performance task areas which are listed below in the recommended sequence.

[1] The modality (e.g. in-person/online) of classes depend on local, State and Federal COVID-19 regulations.
[2] Cohort Leaders serve as advisors to the PASC students enrolled in their courses and as instructors for the two semester cohort based classes, EDLD 6100 and 610, and the fieldwork classes, EDLD 695 and 696.

1. Formative CAPE Reflection
2. Beginning-of-year 3-way CAPE Candidate Inventory (to be done with PASC candidate, CSUEB coach, and the candidate's "mentor")
3. Fieldwork Activities for each of the 6 CAPEs (conducted throughout the year)*
    a. There are six separate activities. Three (CAPEs 1, 3, 5) activities will be conducted in the Fall and the remaining three (CAPEs 4, 6, 2) will be conducted in the Spring.
4. Summative CAPE Reflection
5. End-of-year 3-way CAPE Candidate Inventory (to be done with PASC candidate, CSUEB coach, and the candidate's "mentor")

The coach and candidates meet regularly to complete the fieldwork activities. At the beginning of the semester, the coach and candidate meet to establish the coaching relationship, their meeting schedule, and review the activities for the fieldwork practicum. Important to this initial meeting is the Formative CAPE Reflection, a document they complete in EDLD 600 with their Cohort Leader. The candidate brings this reflection to help identify the leadership activities that will develop and deepen their understanding of each CAPE. Next, the coach and candidate meet with the candidate's site administrator to plan and implement the fieldwork activities. This is called the Beginning-of-year 3-way CAPE Candidate Inventory. Throughout the year, the candidate and coach meet to discuss progress on the six fieldwork practicum activities and other issues, as needed. During the Spring Semester, candidates work with their Cohort Leader in EDLD 610 to complete the Summative CAPE Reflection. At the conclusion of the year, the fieldwork coach, PASC Candidate and their site supervisor engage in a three-way meeting to reflect on the candidate's progress on the CAPES. Candidates often find it useful to bring the Summative CAPE Reflection to this conversation. Progress is documented on the End-of-year 3-way CAPE Candidate Inventory, and is based on candidates' satisfactory completion of fieldwork, as well as leadership activities at their site. Additionally, the three-way meeting is intended to be a collegial conversation in which the participants develop a professional development plan for induction and/or future learning.

## GENERAL RESPONSIBILITIES

| COHORT LEADER | FIELDWORK COACH | PASC CANDIDATE |
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| ❏ Support the coach-candidate relationship building.<br>❏ Support fieldwork and the completion of the CalAPA through the candidate's EDLD 600 and 610 courses.<br>❏ Assess the final submissions of candidate work. | ❏ Meet monthly to discuss the candidate's fieldwork and leadership experiences, including the CalAPA.<br>❏ Manage the timeline of fieldwork experiences, processes, and assignments/performance tasks.<br>❏ Provide feedback on the candidate's fieldwork. | ❏ Meet monthly with the coach to discuss the fieldwork and leadership experiences, including the CalAPA.<br>❏ Critically engage in the fieldwork as per the agreed upon timeline.<br>❏ Ask for, receive, and incorporate feedback from the coach. |

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**K-12 Partnerships**

**Fieldwork and California Administrative Content Expectations (CAPES) Alignment**

The fieldwork is aligned with the California Administrative Content Expectations (CAPES). Each unit of field experience is equal to 15 hours of committed time to the fieldwork.

| Course Number | Course Description | Units and Hours |
|---|---|---|
| EDLD 695 | Fieldwork Practicum I | 2 Units = 2 hours per week for fieldwork activities (30 hours per semester) |
| EDLD 696 | Fieldwork Practicum II | 2 Units = 2 hours per week for fieldwork activities (30 hours per semester) |

## California Administrative Performance Assessment (CalAPA)

The CalAPA was designed to provide candidates the opportunity to demonstrate their leadership ability to investigate current practice at a specific school site, plan improvements based on data and research, act on their plan, and then reflect on their learning regarding equitable leadership practice. This cycle of leadership steps serves as the frame of the CalAPA. The mindset of an effective administrator is one that embraces the idea of continuous improvement as they move through the instructional cycles of investigate, plan, act, and reflect.

Candidates demonstrate their leadership capacity through multiple modes, by writing narratives and annotating video clips in response to set prompts, and by providing work products created during the CalAPA cycles. Throughout the three cycles of the CalAPA, candidates learn to provide leadership to school personnel, examine school site data, research evidence-based instructional practices, lead small groups of educators, and coach individual teachers. Candidates demonstrate equitable leadership by identifying and then addressing specific needs of a selected California school (see Resources for CalAPA Program Guide).

**CalAPA Support**

While the PASC Cohort Leaders introduce each CalAPA Leadership Cycle in the cohort based class–EDLD 600 (fall) and EDLD 610 (spring)–PASC candidates complete the CalAPA requirements in both the cohort based classes as well as the fieldwork classes. In the table below, we outline the ways candidates learn and are supported with their work on the CalAPA.

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| Beginning of Fall Semeseter | PASC Cohort Leaders provide an overview of the three CalAPA Leadership Cycles and **explicit instruction** regarding the CalAPA leadership cycles and rubrics, including the importance of privacy, and acceptable use of videorecording. At the beginning of Leadership Cycles II and III, |

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| | the cohort leader reviews the permissions and documentation required for video recording students and educators in the learning environment. The Department of Educational Leadership at CSU East Bay PASC candidates follow the CalAPA guidelines for confidentiality of videorecordings and Understanding the Rules and Requirements in the CalAPA Program Guide. |
| Course Syllabi and Course Sites | The syllabus for EDLD 600 and 610, the cohort based classes identify:<br>● The focal CalAPA Leadership Cycles, and directions for attending faculty office hours and instructions for making an appointment for additional support.<br>The course sites for EDLD 600 and 610 provide:<br>● All CalAPA materials, including the templates, rubrics and assessment guides.<br>● Office hours for Pearson support on the CalAPA.<br>The syllabus for EDLD 695 and 696 provide formative experiences via assignments aligned with the CalAPA Leadership Cycles. |
| Faculty support | The PASC cohort Leaders provide support in multiple ways. Cohort leaders provide in person, **one on one support** on the CalAPA Leadership Cycles at the beginning of every synchronous class, in alignment with the CTC's guidelines for acceptable support, as well as **formative experiences** aligned with the CalAPA. Cohort leaders offer **weekly office hours** and additional support by appointment. |
| Peer support | Each PASC candidate participates in a peer support group which reviews one another's work in progress using the CalAPA rubrics. |
| Workshops | The cohort leaders offer bi-weekly workshops for candidates who are enrolled in PASC classes and those who have completed coursework and need to complete CalAPA requirements. See Also Retakes and Resubmissions for information about PASC graduates who have not completed the CalAPA requirements. |
| Coaching | The **department's coaching model**, which focuses on effective school leadership, facilitating candidate reflection and regular check-ins to ensure candidates are progressing in the leadership standards (CAPES), is aligned with the |

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| | CalAPA Leadership Cycles. The coaches co-developed the fieldwork with the PASC faculty and review every candidate's fieldwork. They offer advice for revision of submitted work, and development of leadership skills. |
| Professional Learning for Coaches | Coaches attend regular professional development focused on supporting PASC candidates' progress on and understanding of the CalAPA requirements. |
| Retakes and Resubmissions | PASC Cohort Leaders provide regular instruction on the CalAPA and offer remediation for all current and former students who do not pass one or more CalAPA cycles. The Cohort Leader contacts the PASC candidates who did not meet the standard or who received a condition code for missing evidence to invite them to a group coaching session. Coaching sessions are offered at the beginning of each synchronous cohort-based class from August through May. Through a reflective, dialogic process, the Cohort Leader facilitates candidates' recognition of the steps of the cycle they need ro revise, the sufficiency of the evidence, the rubric score and the steps necessary for resubmission to Pearson. |
| Appeal Process | CSU East Bay PASC candidates and faculty follow the CTC/Pearson policy for scoring appeals and CTC policy for credential/permit/licensing appeals. Candidates who complete the CSU East Bay Department of Educational Leadership PASC course requirements, and who have not yet passed the CalAPA Cycle have multiple and on-going opportunities for support to complete the cycles. They do not require an appeal for this essential support. Appeals for employer restricted Intern Credentials or Emergency Permits must be submitted through the employing agency to the CTC. |
| Centralized Scoring for the CalAPA | CalAPA submissions are scored through the CTC/Pearson centralized scoring system. PASC Candidates submit their completed leadership cycles online via the Pearson website for assessment.<br><br>Effective July 7, 2023, the passing standards are:<br><br>● Cycle 1 (8 rubrics): A final cut score of 15 points<br>● Cycle 2 (7 rubrics): A final cut score of 14 points |

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| | • Cycle 3 (7 rubrics): A final cut score of 14 points<br><br>The passing standards apply to all CalAPA candidates. |

## CalAPA Leadership Cycle Submissions to Pearson

Pearson is the CTC vendor which facilitates the assessment process with CTC, including collecting CalAPA fees, receiving Leadership Cycle submissions, and providing assessment scores to the program and individual candidates (students). Specific processes for the three CalAPA cycles are discussed in the fieldwork courses.

## Program of Study: Clear Administrative Services Credential Program (CASC)

The Clear Administrative Services Credential Induction Program (CASC) operates within the College of Education & Allied Studies and the Department of Educational Leadership 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 ASCC 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 CASC 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.

### California Professional Standards for Educational Leaders (CPSELS)

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning, and evaluation in California. Taken together, the CPSELs describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

Standard 1: Development and Implementation of a Shared Vision. Educational leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Standard 2: Instructional Leadership. Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Standard 3: Management and Learning Environment. Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Standard 4: Family and Community Engagement. Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Standard 5: Ethics and Integrity. Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Standard 6: External Context and Policy. Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

**Course of Study: Fieldwork and Coursework Integration**

The CSUEB program consists of a field-based academic program leading to an Administrative Services Clear 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.

**Program Development**

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 ASCC 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 positions we offer candidates the option to continue to be supported by the PASC coach what whom they have developed a trusting relationship. We also offer opportunities for year 1 and year 2 candidates to participate in

common seminars. Additionally, CASC candidates may continue to pursue their equity-based inquiries through the MS or EdD programs.

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.

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| Semester 1 | **EDLD 685** Managing and Organization and Developing a Collaborative Culture | **EDLD 681** Coaching and Assessment Practicum I<br>**Key Assignment:** Individual Plan (for 3 of the 6 CPSEL) |
| Semester 2 | **EDLD 686** Professional and Community Development | **EDLD 682** Coaching and Assessment Practicum II<br>**Key Assignment:** Individual Portfolio ( documenting of performance in 3 of the 6 CPSEL) |
| Semester 3 | **EDLD 687** Developing an Inquiring Community | **EDLD 683** Coaching and Assessment Practicum III<br>**Key Assignment:** Individual Plan (for 3 of the 6 CPSEL) |
| Semester 4 | **EDLD 688** Political and Social Context in Education | **EDLD 684** Coaching and Assessment Practicum IV<br>**Key Assignment:** Individual Portfolio (documenting of performance in 3 of the 6 CPSEL) |

**Assessment (& Support) of CASC Candidates**

**Portfolio**

The Portfolio provides the opportunity to reflect on course work, field experience activities, and academic progress. It also meets the requirements of the Commission on Teacher Credentialing for the candidate to demonstrate proficiency in all the CPSEL standards, as the CalAPA does not cover all the standards. The Portfolio is designed for candidates to demonstrate knowledge and evidence of current leadership experiences based on the standards, and to reflect on them in a manner that represents personal and professional growth. The candidate must successfully complete the Portfolioto receive a university recommendation for the Administrative Services Credential.

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 relationship 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.

## CSUEB Common Program Handbook Elements

### Grievance Process

The Professional Education Unit has candidate grievance procedures that guarantee due process and equity. Once candidates are admitted, there are two potential categories of grievances: (1) Grade appeals and (2) Status in Program, including declassification (dismissal). The links below provide evidence.

**Grade Appeals:** Appeals of grades are handled by the University Grade Appeal Policy. Candidates first discuss the grade with the course instructor. If a dispute remains, the candidate then discusses the grade with the Department Chair in an attempt to find resolution. If there is no resolution, then the candidate appeals to the relevant College Coordinator/Associate Dean (CEAS for all programs). The Associate Dean completes an independent review, interviewing the course instructor and the candidate. If the candidate remains unsatisfied, she/he submits a formal appeal to the University's Office of Academic Program and Graduate Studies. A faculty panel reviews the appeal and may decide to convene a Faculty Hearing Panel to conduct a full review of the matter.

**Status in Program:** Candidates in all programs may be declassified (i.e., disqualified) from a program for clearly specified causes, based on University Policies. Candidates may also be suspended from the credential program or required to repeat the field experience course if the candidate earns no credit. All programs have declassification policies, consistent with University policies, in their program handbooks, and all candidates are directed to read their relevant handbooks. The process for all programs is the same and explained below.

Program Coordinators recommend declassification to the Department Chair, who reviews the request. In each case, the candidate is informed of the cause of the declassification and the right to appeal. If the Chair agrees, then she/he recommends declassification to the Associate Dean. The candidate then appeals to the Associate Dean. The Associate Dean conducts an independent review, interviewing both the program coordinator and the candidate. If the Associate Dean agrees that declassification is appropriate, then she/he makes that recommendation to the University's Director of Graduate Studies; the final decision to declassify resides with the Director.

More information can be found at: https://www.csueastbay.edu/aps/academic-policies/grade-appeal.html

### Accessibility Services

California State University East Bay provides academic accommodations to qualified individuals with disabilities. Our counselors determine accommodations on an individual basis after reviewing current professional documentation and meeting with the individual. The purpose of such accommodations is to provide equal access to classroom programs and campus activities in a manner consistent with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, associated California laws and regulations, and CSU policy.

In addition to accommodation and support services to University students, faculty and staff members, we inform and collaborate with faculty and staff to ensure successful implementation of accommodations and to increase the level of access and inclusion of all individuals on campus.

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency, please contact me as soon as possible.

Academic Assistance: Your instructor is here to help you as needed. In addition, students may seek the help of any Teacher Education Department faculty or staff member if they have a concern about their coursework. The main number for the Teacher Education Department is 510-885-3028

Non-Academic Student Services: The California State East Bay Student Health and Counseling Services staff members are here to help you! Your health fee has already paid for this available service. Students are strongly encouraged to seek their assistance as needed. They may be reached at 510-885-3735.

**Ombuds**

Ombuds Services at California State University, East Bay is an independent, neutral resource for informal problem-solving. The mission is to provide a safe place where employees may talk in confidence about a conflict, complaint, or issue with an impartial third party (the Ombuds). Because the Ombuds is impartial, visitors to the office can speak candidly about their concerns without fear of reprisal. Following the standards of practice as defined by the International Ombudsman Association, the Office of Ombuds Services is a confidential, independent, impartial, and informal resource for members of the university community (staff, faculty, and administrators) at California State University, East Bay.

More information can be found at: https://www.csueastbay.edu/diversity/ombuds-services/index.html

**Technology Support**

Blackboard Technical Support / Helpdesk: 24/7 live
Regular business hours: Click here for current hours
In person: Library Learning Commons
Phone: 1-510-885-4152 Email: stsc@csueastbay.edu