

Program Summary 2023
California State University Channel Islands
Preliminary Administrative Services Credential

1. Program Design

- a. **Location within the institution:** The PASC is located in the School of Education department of Educational Leadership and School Counseling & Psychology under the direction of the Chair of the department who reports to the Dean of the School of Education. In addition, a CalAPA coordinator serves as liaison with the CTC on the administration and analysis of this performance assessment.
- b. **Pathway and delivery model offered:** The PASC program is a 23-unit curriculum including 7-3 unit courses and a field placement assignment provided in a cohort model of blended instructional deliver format (in-person and online) aligned and offered with the Master of Arts in Educational Leadership (P-12) program. Students seeking the MA take additional coursework and complete a culminating experience (total of 31 units). Coursework and field experiences are designed to be completed in four semesters. The curriculum for the PASC was updated in 2017 to meet the revised standards and incorporate the California Administrator Performance Assessment (CalAPA) preparation.
- c. **Program Leadership:** The Chair of Educational Leadership and School Counseling & Psychology meets bi-weekly with the Dean, Associate Dean, and other program chairs in the School of Education. The Chair also works closely with the tenure track faculty in the department to coordinate PASC course offerings and curricular changes associated with the California Administrator Performance Expectations (CAPE). All curricular changes are submitted to the university curriculum approval process that involves faculty and Academic Senate approval from faculty throughout the university.
- d. **Input and Feedback:** An Advisory Committee of educational leaders in the county offers input and feedback on the program and some of these leaders are invited to teach in the program. In addition, feedback on the California Administrator Performance Expectations (CAPE) is sought from the site supervisors/mentors on candidate's performance at the end of the program.

2. Coursework and Field Experience

- a. **Process for Fieldwork Placement:** PASC candidates serve their fieldwork/clinical experiences in the school in which they are employed with their administrator serving as their supervisor/mentor. Each applicant to the PASC program is required to secure a letter of recommendation from their administrative supervisor indicating their willingness to serve as their mentor. Candidates who serve multiple schools can select a mentor from a school they serve. The university supervisor meets with each administrator mentor in the Fall term to explain the responsibilities of the mentor, the administrative experiences that they must provide to the candidate, and the assessment of the candidate they will perform based on the CAPEs.

- b. **Connection between coursework and field experiences:** All PASC course and the field experiences are connected to Administrator Performance Expectations and the Administrator Performance Assessment. The CAPEs are shown in course syllabi. Course activities specify Introduction, Practice, and Assessment of CAPEs and assignments identify assessments (see matrix).

Course of Study (Curriculum and Field Experiences)

PASC candidates take one or two three 3-unit courses each term (all courses are 3 units unless indicated otherwise). The sequence of course offerings may vary year-to-year due to enrollment needs and course load demands.

- EDUC 605 Education in a Diverse Society
- EDPL 610 Foundations of Curriculum, Instruction, and Assessment
- EDPL 620 Assessment and Accountability Leadership
- EDPL 623 Understanding and Influencing Organizations in Diverse Communities
- EDPL 631 Professional Development/Fieldwork I Units: 1-4 (complete 1 unit)
- EDPL 632 Professional Development/Fieldwork II Units: 1-4 (complete 1 unit)
- EDPL 633 The Social, Political, Economic, and Legal Contexts of Schooling
- EDPL 634 Management of Resources and Learning Environments
- EDPL 635 Change and Coherence Leadership

Field Experience (EDPL 631 and EDPL 632) is completed at the candidate's local employment site. The candidate is expected to perform field experiences throughout both school years of the program, even though they only enroll in fieldwork courses in the first and final term.

- c. **Candidate supervision and evaluation:** The university supervisor/field experience instructor and district employed administrator supervise and mentor activities for the field placement. The university supervisor meets regularly with candidates to inquire about field experiences and candidates record administrative experiences and submit them to the university supervisor at the end of each semester. District employed supervisors of PASC candidates evaluate their candidate on the CAPEs at the end of the program.
- d. **Supervisor selection, orientation, and evaluation:** District employed administrative supervisors/mentors are determined by the place of employment of the candidate. The university fieldwork instructor meets with the site supervisor/mentor in the candidates first term to explain their responsibilities and assessments based on CAPEs they will perform. Should the university field experience supervisor receive feedback from the candidate that the district/site supervisor is not providing quality mentoring or administrative experiences, the university supervisor contacts the site mentor to provide feedback and advice. An alternative placement will be provided, if corrections cannot be made.
- e. **Seeking feedback from candidates:** The university supervisor seeks feedback from candidates in their regular meetings throughout the program and from site supervisors/mentors at the end of the program. This data is utilized to make ongoing improvements in the program.

3. Assessment of Candidates

- a. **Monitoring and Supporting Candidates:** University faculty assess the progress of candidates in their field experience reporting, courses assignment completion, and on their CalAPA results. Should a student be determined to not be making adequate progress, the faculty will provide needed tutoring, support, and counsel. Candidates can be offered support from the Writing Center or other university services to improve their progress.
- b. **Candidate Assessment and Evaluation:** Each course syllabi provides assignments with task-specific analytically scored rubrics upon which student work is evaluated (similar to CalAPA rubrics). Site supervisors/mentors are instructed to provide regular feedback on field experiences with mentoring.
- c. **CalAPA Support:** The expectations for completion of the CalAPA are explained in courses, candidates are encouraged to share their products, and course content provides direct support for completion of that assessment. Candidates are encouraged to work together and assist each other with editing their submissions. In addition, candidates are encouraged to attend Office Hours with faculty or those provided by CTC for completion of the CalAPA.
- d. **Opportunities to Prepare for the CalAPA:** Candidates will complete the CalAPA throughout the program. The CalAPA instruction has been embedded in the following courses:
 - Leadership Cycle 1 - Analyzing Data to Inform School Improvement and Promote Equity: EDPL 620 Assessment and Accountability Leadership
 - Leadership Cycle 2 – Facilitating Communities of Practice: EDPL 610 Foundations of Curriculum, Instruction, and Assessment
 - Leadership Cycle 3 – Supporting Teacher Growth: EDPL 634 Management of Resources and Learning Environments
- e. **Remediation support and guidance:** Faculty teaching the above courses will mentor and tutor those needing additional supports in preparing to complete the performance assessment (following the CTC guidelines for faculty support). Student support teams are created within the cohort to assist students who are struggling. Candidates who fail the CalAPA on first submission are assigned a candidate or faculty mentor to support resubmission.

1.2 Delivery Models

	Delivery Models			Pathways	
Campus	Online	In-person	Hybrid	Inter n	Traditional
CI Main		x	x		x