California State University, East Bay
College of Education and Allied Studies
Department of Educational Leadership

Masters of Science (MS) in Educational Leadership
Administrative Services Credential, Level I
Administrative Services Credential, Level II

NOTE: The MS in Educational Leadership is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The Administrative Services Credential programs, Levels I and II, are accredited by NCATE and the California Commission on Teacher Credentialing (CTC).

(A) Summary of Program Changes

Significant curricular changes since 2005:

• Graduate coordinators host monthly meetings for graduate instructors to:
  ○ Revise and standardize the 3 cohort course sequence
  ○ Coordinate supplemental materials, assignments, assessments, & rubrics
  ○ Ensure inter & intra course alignment in core sequence
  ○ Refine signature assignments
• Developed curriculum map reflecting course objectives, major assignments, portfolio artifacts & Mindscapes.
• Build consistency among cohort core sequence through common exercises, assessments & rubrics
• Revised rubrics for signature assignments
• Aligned fieldwork projects, experiences & reports to 3 cohort course sequence
• Analyzed student work to ensure alignment with signature assignments
• Refined the pre & post assessment signature assignments
• Embedded video-streaming technology into 3 cohort course sequence
• Evaluated 9 course sequence (Administrative Services Credential) in district partnership
• Instituted mid-year start of cohort course sequence
• When appropriate, classes utilize hybrid format of 70% face-to-face & 30% on-line instruction
• Class size caps have been adjusted to 33 for cohort course sequence
• Program advising meetings are provided in mid-year allowing for student program/course adjustments
• Instituted a MS on-line program
(B) Curriculum and Student Learning

The department requirements for admission are:

- A minimum 3.0 GPA in university course work
- Three recommendation forms; at least one from an administrator.
- Statement of purpose
- Current Resume

Additionally, all credential candidates must apply for "Classified Graduate" status and declare a Masters as their degree goal. Credential only students must also successfully meet the University Writing Skills Requirement.

The requirements for the Preliminary Administrative Services credential include:

- A current California teaching or services credential
- A minimum of three years full-time K-12 teaching or service experience under a credential.
- Satisfactory completion of CBEST

The credential and MS programs within the Department of Educational Leadership are structured in cohorts. A "cohort" is a group of professional educators who enter the Educational Leadership program at the same time and are placed into a group for their core classes. These 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. It is the program’s primary goal that professionals emerge from these cohort communities as bold, socially responsible leaders with a skill set to transform the world of schooling.

To achieve this goal, graduate students in the Department of Educational Leadership are required to take the following sequence for the Preliminary Services Credential (Year 1) Program:

Quarter 1:
- EDLD 6000 Introduction to Educational Leadership
- EDLD 6650 Educational Law for Equity (on-line course)
- EDLD 6801 Fieldwork I

Quarter 2:
- EDLD 6400 Instructional Leadership
- EDLD 6675 Finance & Human Resources for Equity
- EDLD 6802 Fieldwork II

Quarter 3:
- EDLD 6550 School Site Leadership and Organizational Behavior
- EDLD 6410 Supervision and Staff Development
- EDLD 6803 Fieldwork III

For the MS Program in Educational Leadership (Year 2), students complete a total of 36 units in Year 1, 12 in fieldwork and 24 in required cohort and non-cohort classes. These latter 24 units apply towards the 45 units required for the MS degree. In Year 2, students enroll in a 3-quarter sequence of courses in which they initiate and complete a collaborative inquiry project at their site. These courses include:
EDLD 6720: Use of Research to Solve School Problems
EDLD 6020: Research in Education
EDLD 6908: Graduate Synthesis

In addition, students enroll in elective courses that meet these requirements:
- Candidates must complete 9 units of Approved Electives for the degree.
- Electives must be upper-division or graduate level.
- Transfer units are acceptable from other universities if completed in the last 5 years.

The goal of the Department of Educational Leadership is to prepare and influence bold, socially responsible leaders who will transform the world of schooling. To gauge progress toward this goal, DEL has developed and implemented a systemic assessment system built around three aligned perspectives on candidate competency: a set of five Department Mindscapes that define standards for Bold Socially Responsible Leadership; the six California Professional Standards for Educational Leaders; and CTC Standards 10-15. Review of course and program assessment data occurs at three levels: individual faculty; program faculty; department as a whole. As such, the Administrative Services Credential Program (Year 1) and the MS in Educational Leadership (Year 2) have an embedded assessment system throughout the program.

Signature assignments and rubrics were created for each core class. These assignments focus on a pre & post assessment of student competencies in the Department’s Mindscapes, the six California Professional Standards for Educational Leaders and the CTC Standards 10-15. The major assessments for each of the three program strands include:
- Preliminary Administrative Services Credential (Year 1). Three signature assignments (Fall and Spring): Formative Mindscapes Reflections; Summative Mindscapes Reflections (Portfolio).
- Master’s Program (Year 2). Two signature assignments (Fall and Spring) plus an end-of-year portfolio: Fall Inquiry Focus; Summative Leadership Reflection; End-of-year Portfolio
- Professional Administrative Services Credential (Tier II). Administrative Professional Learning Plan Parts A and B; Professional Learning Portfolio; Fieldwork Feedback by Fieldwork Supervisor and District Mentor

The three program strands all take a developmental and mastery approach with respect to outcomes. Thus, all student work must meet or exceed standards in order for the student to achieve a passing grade. Faculty considers the entire body of work at the student and (if appropriate) cohort level to assess progress toward mastery and to monitor and adjust instruction accordingly.

The department is currently using TaskStream to obtain data on student performance of these signature assignments. The data has been used to monitor student achievement and program improvement. There are two primary pieces of Taskstream data that guide the program improvement process: The pre-assessment signature assignment data and the
post-assessment signature assignment data. These two data sets reflect the following summative results for DEL’s two program areas:

- **Administrative Services Credential Program (Year 1)**
  - Pre-Assessment Results: 49% or a rubric score better than or equal to 1.95/4.
  - Post-Assessment Results: 98% or a rubric score better than or equal to 3.90/4.

- **MS Program (Year 2)**
  - Pre-Assessment Results: 70% or a rubric score better than or equal to 2.79/4.
  - Post-Assessment Results: 93% or a rubric score better than or equal to 3.73/4.

Overall for the department, the data indicate that students were doing very well. The department continues to look at areas for improvement in instruction and modify course delivery for students. Some areas of focus are:

- Use of our pre-assessment results to strengthen classroom pedagogy;
- Use of our pre-assessment results to continuously align the curriculum; and,
- Use of the post-assessment results to determine program goal achievement.

DEL continues to use TaskStream data to monitor student achievement and the potential for instructor improvement in delivery.

Candidate-recruitment occurs through a structured on-site (school district) recruitment program that includes networking with the district office staff. Faculty members meet with senior administrators to outline the program sequence. This initial step is followed by a meeting with a school district’s principal core where each principal is asked to recommend three candidates to the program. The recommended candidates are provided an informational meeting where the program requirements, costs, timeline and schedule are outlined. This district on-site step initiates the application process for the candidate. Our retention rate or rate of students graduating from the program is higher than 95%.

(C) **Faculty**

Faculty member Michael Fanning resigned in the 2009-2010 academic year.
Faculty member Barbara Storms resigned in the 2009-2010 academic year.
Faculty member Judy Amado resigned in the 2009-2010 academic year.

The department has a student recruitment plan for incrementally increasing student enrollment by 25 percent annually. The effort is characterized by an outreach philosophy for establishing partnerships in school districts by offering the academic programs on-site. This student recruitment plan coupled with the growing needs of the doctorate program in educational leadership require additional faculty to support the growth and
development of the programs in the department.

As such, the tenure-track hiring plan includes:

2010-2011

2011-2012

The department seeks an educational leader with fiscal and human resources background, public school central office leadership experience preferred. Applicants should have direct experience developing budgets and administering educational funding in schools. This individual will teach courses in credential and graduate degree programs, supporting students to develop or refine an equity lens on resource allocation and distribution. Topics of focus might include equitable distribution of resources, retention of qualified teachers in urban schools, or patterns of funding that reflect discrimination against groups because of race, language, or other factors.

2012-2013

The department seeks an educational leader with a strong background in educational law and policy. Applicants with a background in critical race theory, legal research, and/or legal advocacy for educational equity are encouraged to apply. The applicant should have demonstrated experience working with under-served communities and institutions that serve those communities. Areas of interest could include school law, legal impacts of high stakes testing, teacher quality, special education, and limited opportunities to learn as related to school quality.

2013-2014

The department seeks an educational leader with background in applied social justice action research including a focus on methodology. This individual should have direct experience with under-served urban communities and institutions that serve those communities. The applicant must have a record of relevant publications in the areas of educational equity and transformation. The successful candidate will demonstrate strong instructional skills, a research foundation, and previous experience supporting graduate and doctoral students as researchers of equity and school transformation. Instructional expertise in human resources or education law is preferred.

2014-2015

2015-2016
(D) Resources

Unique resource needs of the administrative services programs include: Costs of field supervision and costs of travel reimbursement for field supervisors, staff costs to administer TaskStream. There are additional costs in both faculty and staff time to maintain CTC and NCATE accreditation.

(E) CAPR Website Five-Year Data

Please go to the CAPR website and click on “Dept 5 Year Statistics”

(1) CEAS Template
Click on the tab for the Department of Educational Leadership “EDLD”

(2) University Enrollment and FTES by College and Department
Find CEAS data under “CEA” and look for data for “Educational Leadership”

(3) University Enrollment and FTES by College, Dept, and Program Major
Find CEAS data under “CEA” and look for data for “Educational Leadership”

(4) University Enrollment and FTES by College
Find CEAS data under “CEA”

(5) Enrollment by Ethnicity
Find “Educational Leadership”

(F) Additional, Internal CEAS Data

Table F-1
Credential Program Headcount
Fall 2010

Administrative Services Tier I: 64
Administrative Services Tier II: 11
Table F-2
Department of Educational Leadership
Enrollment, Student Credit Units (SCU), Fall 2009 and Fall 2010
Excluding Doctoral Program

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<thead>
<tr>
<th></th>
<th>Fall 2009</th>
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Table F-2
Department of Educational Leadership
Tenure-Track, Full-Time Faculty and Lecturer, Part-Time Faculty
Fall 2010

Total Headcount of All Faculty: 16
Total Full-Time Equivalent Faculty (FTEF): 7.46
Percent Full-Time, Tenure-Track, in FTEF: 6.0/7/46, 80.4%

Table F-3
Department of Educational Leadership
Course Section Profile, Fall 2010

Total Course Sections: 10
Excludes supervision, educational doctoral, independent study, project/thesis sections

Percent taught by tenure-track faculty: 6/10, 60%
Average class size, all sections: 24.1
Average class size, tenure-track: 23.5
Average class size, lecturer: 25.0
WTU of supervision covered by lecturers: 9.92

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