Department of Educational Leadership

PROGRAM HANDBOOK

Description of Programs Leading to
Administrative Credentials and Master’s Degrees

2010-2011

All Programs Reflect the Department’s Core Values . . .

- Diversity and Equity
- Bold, Socially Responsible Leadership
- Democratic Collaboration
- Critical Inquiry and Continuous Improvement

DEPARTMENT OF EDUCATIONAL LEADERSHIP AT CSU EAST BAY
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California State University, East Bay (CSUEB)
Founded in 1957, California State University, East Bay is one of the twenty-three campuses of the California State University System serving the Bay Area with particular focus on Alameda and Contra Costa counties.

College of Education and Allied Studies (CEAS)
The mission of the College of Education and Allied Studies (CEAS) is to prepare leaders committed to social justice and democracy in a highly technological world.

Department Mission, Values, Beliefs and Vision
The mission of the Department of Educational Leadership at CSUEB is to prepare and influence bold, socially responsible leaders who will transform the world of schooling. Our central role is to ignite the leadership capacity needed to create vital, democratic and caring places for powerful teaching and learning. The Values and Beliefs of the department form the basis for challenging assumptions about traditional forms of educational leadership.

<table>
<thead>
<tr>
<th>Values</th>
<th>Beliefs</th>
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<tr>
<td>Democratic Collaboration</td>
<td>• Everyone has an inherent right to actively participate in decisions which affect him/her.</td>
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<td></td>
<td>• Overall success of leaders is measured by the extent to which their actions lead to improved quality of democratic practices and social justice.</td>
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<tr>
<td></td>
<td>• Leaders seek to engage with all community members to build personal and group accountability.</td>
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<tr>
<td>Diversity and Equity</td>
<td>• Leaders strive to promote full equity and access to education for everyone, with particular attention to those experiencing the greatest inequalities.</td>
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<td></td>
<td>• Leaders cherish and capitalize on human diversity from the schools' communities in establishing and achieving goals.</td>
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<tr>
<td>Bold, Socially Responsible Leadership</td>
<td>• Leaders act in ways that closely match their stated beliefs, values and goals.</td>
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<td></td>
<td>• Leaders recognize that education is a political process in which they must be actively engaged.</td>
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<tr>
<td>Critical Inquiry and Continuous Improvement</td>
<td>• Leaders engage in ongoing reflective and critical self-examination.</td>
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<tr>
<td></td>
<td>• Leaders manifest a spirit of critical inquiry, openness to others' views, and willingness to change when new insights develop.</td>
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</table>
**Vision of Educational Leadership**

The Department believes that schools should work as democratic institutions. This concept includes the recognition that all people associated with schools (teachers, administrators, students, staff, parents and other community members) possess leadership qualities directly related to achieving school goals. Thus educational leaders must learn how to work effectively with the processes that bring these qualities to the forefront among all those in their school community, to assist in the further development of those qualities, and focus them toward desired outcomes for children and adults. Our programs are designed to assist leaders and potential school leaders in learning to work more effectively with individuals, groups, and agencies in efforts to create a more democratic and just society in their immediate communities and in the larger community as well.

### STANDARDS, OUTCOMES & DESIRED IMPACTS IN SCHOOLS

#### CALIFORNIA STANDARDS FOR ADMINISTRATIVE CREDENTIALS

The California Commission on Teacher Credentialing (CTC) requires each candidate to learn and practice the following six California Professional Standards for Educational Leaders (CPSELs). See the last section of this handbook for the complete version of the CPSELs.

**Standard 1:** Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

**Standard 2:** Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Standard 3:** Ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

**Standard 4:** Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5:** Modeling a personal code of ethics and developing professional leadership capacity.

**Standard 6:** Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

The CTC also requires that successful candidates have administrative experiences that meet the following conditions:

- Actual performance of nearly all major duties and responsibilities authorized by the credential, under the supervision of persons credentialed to perform those duties and by instructional faculty designated by the approved institution of higher education;

- A substantial part of such services shall be performed by the candidate at a school site where at least 20% of the pupils are of an ethnic racial group other than the candidate;

- Such duties and responsibilities shall be performed by the candidate in at least two school levels (i.e., elementary, middle/junior high or high school).
The department seeks to develop bold, socially responsible leaders (BSRLs) who will transform the world of schooling. Ideally, through experiences in our programs, our graduates will work collaboratively in their educational settings to create vital, democratic and caring places for powerful teaching and learning. They will be reflective, skillful, democratic, and inquiry-oriented leaders who mobilize the school community to take on difficult issues and change what needs to be changed. To foster these leadership preparation outcomes, department programs engage students in a community of leaders and learners who support one another in: exploring timely issues and challenges; developing new leadership and management skills; practicing, reflecting and receiving feedback; aligning values, beliefs, and vision with leadership action in schools; and completing their credential and degree programs within manageable time frames.

The department understands that if our programs provide essential skills for BSRL, then the schools in which our graduates are leaders should be improving. The department has therefore developed a set of “Mindscapes” and a corresponding Rubric for Bold, Socially Responsible Leadership. The BSRL Mindscapes—including the impacts, essential questions, and skills—comprise the outcomes we expect of our students in their lifelong journey as developing leaders. Significantly, the Mindscapes encompass and align with the California Professional Standards for Educational Leaders (CPSELs). The charts in the final section of this handbook detail the CPSELs, Mindscapes, and how they align. In all of our courses and programs, the Mindscapes and BSRL Rubric serve as a framework, touchstone and filter for sharing problems of practice, exploring new skills and knowledge, and providing critical friendship to one another.

**SUMMARY OF “MINDSCAPES” & ESSENTIAL QUESTIONS FOR LEADERS**

**Mindscape 1: Teaching and Learning for Equity & High Achievement**

*Essential Questions:* What difference are we making and for which students? From whose perspective? What skills and support do I need to take risks and lead for equity?

**Mindscape 2: Systems Thinking & Strategic Approaches to Developing a Learning Community**

*Essential Questions:* What are powerful ways to include and energize everyone to share responsibility for equity and better results for all students?

**Mindscape 3: Building Organizational Capacity through Resource Coherence**

*Essential Questions:* How are we doing at focusing resources and energy where they will make the most difference to the quality of teaching and learning?

**Mindscape 4: Ethical, Caring & Reflective Practice**

*Essential Questions:* Who belongs and has influence—and who doesn’t? How does it feel to work, learn, participate, and live here? From whose perspective?

**Mindscape 5: Engaging and Influencing Forces within the Larger Community**

*Essential Questions:* How are we engaging outside resources, forces and relationships to help us learn and change what needs to change to get the results we want?
DEPARTMENT PROGRAMS

The Department of Educational Leadership offers a program of graduate studies to potential and practicing administrators including:

- Preliminary Administrative Services Credential (Tier I)
- Preliminary Administrative Services Credential (Tier I with Internship Option)
- Professional Administrative Services Credential (Tier II)
- Master of Science Degree in Educational Leadership
- Master of Science Degree in Educational Leadership with an emphasis in Urban Teacher Leadership (UTLMS)

STRUCTURE OF PROGRAMS: COHORT COMMUNITIES

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 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 our aim that professionals emerge from these cohort communities as bold, socially responsible leaders who are eager to transform the world of schooling.

PRELIMINARY ADMINISTRATIVE SERVICES PROGRAM (Tier I)

ADMISSION REQUIREMENTS

The following are department requirements for admission:

- A current California teaching or services credential
- A minimum of three years full-time K-12 teaching or service experience under a credential. (A verification form is available on our website for district verification)
- Satisfactory completion of CBEST or approved equivalent Basic Skills Proficiency test
- A minimum 3.0 GPA in university course work. Submit two sets of official transcripts from all schools attended even if transfer work is reflected on another school’s transcript.
- Strong recommendations from your professional colleagues including at least one administrator (A recommendation form is on our website)
- Evidence of leadership activities demonstrating the leadership criteria described below
- A Statement of Purpose (The prompt is on our website)

Additional Admission Requirements—for the Preliminary Administrative Services Credential with Internship

- Verification of current status in an administrative position that is at least (40%) of your assignment (A verification form is available on our website for district verification)
LEADERSHIP CRITERIA

Each year more candidates apply than we have space to accommodate. The faculty carefully reviews all of the documentation and materials provided by candidates as required in the application process. Interviews with candidates may also occur. The following criteria are used in the review and selection process:

- **Leadership**: Recognized as a school leader who has taken on progressively complex leadership roles.
- **Sense of Purpose**: Demonstrates a sense of purpose related to education and leadership.
- **Equity**: Committed to producing equitable outcomes for students across race, gender, language, sexual orientation and socio-economic class.
- **Instructional Focus**: Active participation in district or site curriculum and instructional improvement.
- **Collaboration**: Propensity toward collaborative, democratic and inclusive decision-making processes. Shows skillful use of conflict resolution strategies.
- **Inquiry**: Uses inquiry to explore issues, generate conversations and inform decisions.
- **Community**: Fosters positive interpersonal relationships among staff, students and parents.
- **Reflection**: Demonstrates a capacity to reflect on own practice as a teacher and leader.
- **Communication**: Demonstrates strong oral and written communication skills.

HOW TO APPLY: See the “How to Apply” section near the end of this handbook.

COURSE REQUIREMENTS—Preliminary Administrative Services Program (Tier I)

The following required and approved courses are designed to meet both credential and Master’s degree requirements for the degree in Educational Leadership. Note: Fieldwork and Internship Seminars do not count toward the Master’s degrees.

**Preliminary Administrative Services (Tier I) Credential**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDLD 6000</td>
<td>Introduction to Educational Leadership (Fall)</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6400</td>
<td>Instructional Leadership (Winter)</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6410</td>
<td>Supervision and Staff Development*</td>
<td>4</td>
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<tr>
<td>EDLD 6550</td>
<td>School Site Leadership &amp; Organizational Behavior (Spring)</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6650</td>
<td>Educational Law for Equity*</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6675</td>
<td>Finance and Human Resources for Equity*</td>
<td>4</td>
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<tr>
<td>EDLD 6801, 02, 03</td>
<td>Fieldwork I, II, III (4 units/quarter, Fall, Winter, Spring)</td>
<td>12</td>
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**TOTAL** 36 units

* These “non-cohort” courses are offered two or three times a year. Students choose when to take these courses as their schedule and space in the courses allows.

* For interns ONLY EDLD 6801, 02, 03 is replaced by EDLD 6804, 05, 06 Intern Fieldwork I, II, III (6 units/quarter, Fall, Winter, Spring)

**Preliminary Administrative Services with Internship Credential Option**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDLD 6000</td>
<td>Introduction to Educational Leadership (Fall)</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6400</td>
<td>Instructional Leadership (Winter)</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6410</td>
<td>Supervision and Staff Development*</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6550</td>
<td>School Site Leadership &amp; Organizational Behavior (Spring)</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6650</td>
<td>Educational Law for Equity*</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6675</td>
<td>Finance and Human Resources for Equity*</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6804, 05, 06</td>
<td>Intern Fieldwork I, II, III (6 units/quarter, Fall, Winter, Spring)</td>
<td>18</td>
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**TOTAL** 42 units
TYPES OF COHORTS AVAILABLE
The Tier I program outlined above is offered in cohorts that differ by geographical location and/or by their emphasis on specific types of districts or school designs. It is helpful if you indicate on your application materials your preference (or priority order of preferences) for the cohort(s) that best serve your experience and needs. Most cohort classes meet from 4:30–8:00 p.m. weekly during the academic year. Some cohorts meet on an occasional Saturday.

Hayward Campus Cohorts
Open to candidates nominated by districts in Alameda County and other Tier I applicants applying on their own initiative. Classes meet at the main CSU East Bay campus in Hayward or the Alameda County Office of Education in Hayward. Some Saturday sessions may be required.

Concord Campus Cohorts
Available for candidates in Contra Costa County and the North Bay. Classes are held at the CSUEB campus in Concord.

District Partnership Cohort
Periodically the department works with individual districts in a particular area of Alameda or Contra Costa county to design and offer a Tier I cohort focused on special needs for leaders in those districts. Applicants are generally encouraged by their districts to apply and other applicants in the area who apply through the regular application process may be invited to participate in such a cohort. Classes will be held in a convenient location depending on the participants. Class meetings to be arranged once candidates are selected.

Individual Internship Option
An Internship Credential allows you to hold an administrative job while you complete your Tier I Credential. If you qualify for the Internship Program (i.e., you will have at least a 40% administrative position) contact Dr. Peg Winkelman at peg.winkelman@csueastbay.edu. Candidates participate in any of the Tier I cohorts.
Cohort Classes

EDLD 6000 INTRODUCTION TO EDUCATIONAL LEADERSHIP (Fall—4 units)
Introductory course that focuses on developing a vision for leadership with particular emphasis on equity as equitable learning outcomes. Course also investigates the impact of race, culture, class and language on student achievement. Requirements include a self-assessment of professional goals for leadership. Prerequisite: admission to Preliminary Administrative Services Credential program or Urban Teacher Leadership Master’s Degree Program.

EDLD 6400 INSTRUCTIONAL LEADERSHIP (Winter—4 units)
Critical analysis of the nature of effective instruction for all students is a central theme for this course. Learning theories, teaching/learning styles, classroom management, assessment of student progress, supporting teachers to meet individual and group needs as well as basic classroom observation techniques for instructional improvement, and laws affecting instruction are major topics. Special emphasis is placed on helping candidates understand research-based practices that support learning for diverse student populations. Prerequisite: admission to Preliminary Administrative Services Credential program.

EDLD 6550 SCHOOL SITE LEADERSHIP & ORGANIZATIONAL BEHAVIOR (Spring—4 units)
Basic operational tools and procedures for prospective principals and assistant principals. Situational analysis of administrative problems via application of leadership theories and concepts. Exploration of tools to engage diverse groups of stakeholders in improving schools. Prerequisite: admission to Preliminary Administrative Services Credential program.

EDLD 6801, 6802, 6803 Fieldwork I, II, III (Fall, Winter, Spring—4 units each)
Supervised experiences in selected areas of administration/supervision, generally in a school setting, but other community agencies may be used. Emphasis on management and resource related to creating a safe and effective learning and teaching environment for students and teachers. Regular reports and conferences required. CR/NC grading only. Prerequisite: admission to Preliminary Administrative Services Credential program.

EDLD 6804, 6805, 6806 Internship Fieldwork I, II, III (Fall, Winter, Spring—6 units each)
Sequential supervised experiences in most areas of administration/supervision for candidates serving as part-time or full-time administrators on an Internship Credential. Emphasis on management and resource related to creating a safe and effective learning and teaching environment for students and teachers. Regular reports and conferences required. Open only to candidates in the Internship Program. CR/NC grading only. Prerequisite: admission to Preliminary Administrative Services Credential program.

EDLD 6814, 6815, 6816 Internship Seminar I, II, III (Fall, Winter, Spring—1 unit each)
Intensive seminars designed to help integrate each candidate's sequential internship fieldwork experiences with coursework while using current issues and practices common to initial administrative positions. Open only to candidates in the Internship Program. CR/NC grading only. Prerequisite: admission to Preliminary Administrative Services Credential program or department approval.
Non-Cohort Classes
NOTE: Tier I students take three courses outside of their “home” cohort—with students from other cohorts. These non-cohort classes are generally offered twice during the school year and once in the summer, mostly on the main campus, but sometimes at the Concord campus. Students choose when to take these courses. Enrollment preference is given to students who are closest to completing the credential.

EDLD 6410  SUPERVISION AND STAFF DEVELOPMENT (4 units)
Gaining an overview of theories of supervisory functions is central to this course. Survey of techniques that provide for professional development to support new and experienced teachers to build more equitable outcomes for students while developing tools to work effectively with diverse student populations and their families. An introduction to systematic planning and procedures in design and delivery of in service training programs that support state standards with equitable outcomes. Prerequisite: admission to Preliminary Administrative Services Credential program.

EDLD 6650  EDUCATIONAL LAW FOR EQUITY (4 units)
This course provides an overview of legal aspects of school operations for beginning administrators; forces that shape legislative provisions; case law at local, state and national levels; and district policy and practices related to law. Special focus on examining the impact of legislations, public policy and case law on students by race, class, culture or language. Prerequisite: admission to Preliminary Administrative Services Credential program or department approval.

EDLD 6675  SCHOOL FINANCE AND HUMAN RESOURCES FOR EQUITY (4 units)
Course focuses on fiscal aspects of school operation for beginning administrators; forces that shape school funding patterns at local, state and national levels; and district policy and practices related to school finance. Special emphasis is placed on developing a vision and values that support the use of resources to achieve equitable student outcomes. Prerequisite: admission to Preliminary Administrative Services Credential program or department approval.
PROFESSIONAL ADMINISTRATIVE SERVICES PROGRAM (Tier II)

OVERVIEW OF THE TIER II PROGRAM

Within the first five years as an administrator, candidates should begin the Professional Administrative Services (Tier II) Credential Program that includes a combination of:

- Coursework (3 units for each of 3 quarters)
- Ongoing fieldwork with a mentor administrator and university supervisor (3 units for each of 3 quarters)

The Tier II Program begins in the fall each year. In addition to monthly class meetings and online class activities, candidates identify and meet regularly with their mentor administrator and University supervisor, complete self-assessment activities and shape their own individual Professional Learning Plan, all intended to support candidates in an exploration of the six California Professional Standards for Educational Leaders (CPSELs) and the Bold, Socially Responsible Leadership Mindscapes (see materials at the end of this handbook) in relation to their own leadership experiences. The program culminates in a completion colloquium at the end of the third quarter in which candidates discuss their leadership development in relation challenges and accomplishments from their workplace setting.

ADMISSION REQUIREMENTS

- A valid, current California teaching or services credential
- A valid, current Preliminary Administrative Services (Tier I) Credential
- Written verification of current employment in an administrative position requiring the Administrative Services credential (must complete two years by the time you apply for the Professional Credential)
- Satisfactory completion of CBEST (53 points or above) or
- Resume

Note: if you intend to use Tier II courses toward a Master’s degree, contact the Department Graduate Coordinator.

HOW TO APPLY

See page 16

COURSE REQUIREMENTS—Professional Administrative Services Program (Tier II)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Quarter Units</th>
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<tbody>
<tr>
<td>EDLD 6817,</td>
<td>Assessment, Mentoring and Support Practicum</td>
<td>9 units (3 units each)</td>
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<tr>
<td>6818, &amp; 6819</td>
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<tr>
<td>EDLD 6860</td>
<td>Developing an Inquiring Community</td>
<td>3 Units</td>
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<tr>
<td>EDLD 6865</td>
<td>Focus on Learning</td>
<td>3 Units</td>
</tr>
<tr>
<td>EDLD 6870</td>
<td>Professional and Organizational Development</td>
<td>3 Units</td>
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TOTAL 18 units
EDLD 6860 Developing an Inquiring Community (Fall — 3 units)
Focus on developing community and inquiry methods such as action research. Based on six standards of the California Professional Standards for Educational Leaders including development of a shared vision of learning, nurturing and sustaining a school culture, management of school organizations, collaborating with families and communities, developing professional leadership capacity, understanding the larger political, social, economic, legal, and cultural context of schools.
Prerequisites: Concurrent enrollment in EDLD 6817, hold a school administrative position; Preliminary Administrative Credential; consent of department advisor.

EDLD 6865 Focus on Learning (Winter — 3 units)
Focus is on student, adult and organizational learning. Based on six standards of the California Professional Standards for Educational Leaders including development of a shared vision of learning, nurturing and sustaining a school culture, management of school organizations, collaborating with families and communities, developing professional leadership capacity, understanding the larger political, social, economic, legal, and cultural context of schools.
Prerequisites: Concurrent enrollment in EDLD 6818, hold a school administrative position; Preliminary Administrative Credential; consent of department advisor.

EDLD 6870 Professional and Organization Development (Spring — 3 units)
Focus is on the professional development of staff and parents and the development of communication and information systems in the school. Based on six standards of the California Professional Standards for Educational Leaders including development of a shared vision of learning, nurturing and sustaining a school culture, management of school organizations, collaborating with families and communities, developing professional leadership capacity, understanding the larger political, social, economic, legal, and cultural context of schools.
Prerequisites: Concurrent enrollment in EDLD 6819, hold a school administrative position; Preliminary Administrative Credential; consent of department advisor.

EDLD 6817, 18, 19 Assessment, Mentoring & Support Practicum
(Fall, Winter, Spring — 3 units each quarter = 9 units total)
This is a one-year, advanced professional practicum sequence. The course focuses on individual assessment and self-assessment and goal-setting of candidates and planning for consonant professional development. Candidates work with their mentor administrator and university supervisor to design an individually tailored professional growth and support plan and to engage in on-site visits, observations and leadership coaching conversations.
Tier II class sessions are offered on selected Saturdays and on-line activities to be completed beyond class time.
ADMISSION REQUIREMENTS

Master's Degree in Educational Leadership
Candidates must meet the admission requirements of the Preliminary Administrative Services Credential since 24 of units in that program (not including fieldwork) count toward the 45 units required for the degree. The following are department requirements for admission to the Preliminary Administrative Credential program (and thus also to the MS degree program):

- A current California teaching or services credential
- A minimum of three years full-time K-12 teaching or service experience under a credential (a verification form is available on our website for district verification)
- Satisfactory completion of CBEST or approved equivalent Basic Skills Proficiency test
- A minimum 3.0 GPA in university course work. Submit two sets of official transcripts from all schools attended even if transfer work is reflected on another school’s transcript
- Strong recommendations from your professional colleagues
- Evidence of leadership activities demonstrating the leadership criteria described in the Tier I program description
- Capacity to articulate your professional goals and why you are wanting to enter the CSUEB administrative credential program at this time
- Current Tier I students who want to pursue the MS degree are allowed to continue as ongoing students for the following fall quarter. Keep in mind that in order to qualify for the Master’s degree, the degree objective that is reflected in the student academic records must be the master’s degree (noted as a footnote)

Returning Students
Current Tier I students who want to pursue the MS degree are allowed to continue as ongoing students for the following fall quarter. All you need to do is to change your degree objective (see note 1 below). Returning students who finished the Tier I program more than two quarters prior, but within the last 5 years, will need to apply to the Department of Educational Leadership and to the University. They will need to provide the following documents:

- A copy of a current California teaching or services credential
- Satisfactory completion of CBEST or approved equivalent Basic Skills Proficiency test, with 53 or more points in the exam’s writing portion.
- A minimum 3.0 GPA in university course work. Submit two sets of official transcripts from all schools attended even if transfer work is reflected on another school’s transcript. Note: Current CSUEB candidates or alumni need only to submit one set of official transcripts.

Note 1. If the degree objective listed is the credential only or any other objective, it must be changed through the Application for Change of Graduate Objective (COGO) process as outlined in the Student Services website: http://www20.csueastbay.edu/students/student-services/forms/forms-for-admission.html. The deadlines for the COGO form are listed on the form with no extensions. The COGO is returned to the Planning and Enrollment Management Office at the Hayward Campus, first floor, Student Services and Administration Building. The Application for Change of Graduate Objective will only be accepted during the dates listed on the form. Please plan accordingly so that the degree objective is the Educational Leadership MS, otherwise there will be a delay in the degree posting at the end of the program.

HOW TO APPLY:

See page 16
The California State University system requires all students to demonstrate writing competency at an advanced level in order to receive a Master’s degree. Candidates for a Master’s degree need to take the Writing Competency test during the first quarter as a student at CSU East Bay. Candidates may satisfy the Writing Skills Requirement in one of three ways:

1. Obtaining a score of 53 or higher on the writing portion of the CBEST
2. Completion of the Graduate Writing Assessment Requirement (GWAR) as a matriculated student at any CSU campus.
3. Pass the Writing Skills Competency Test at CSU East Bay.

For more information, contact the Assessment & Testing Office on the main campus—Warren Hall, Room 438 (http://www.csueastbay.edu) Phone: (510.885.3661).

### COURSE REQUIREMENTS

**Master’s Degree in Educational Leadership—Required Courses**

(Note: Courses in **bold** are those taken after completing the 24 units of Tier I credential courses that count toward the MS degree; Tier I fieldwork courses do NOT count)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 6000</td>
<td>Introduction to Educational Leadership (Fall)</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6400</td>
<td>Instructional Leadership (Winter)</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6410</td>
<td>Supervision and Staff Development</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6550</td>
<td>School Site Leadership &amp; Organizational Behavior (Spring)</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6650</td>
<td>Educational Law</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6675</td>
<td>Finance and Human Resources</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6720</td>
<td>Use of Research to Solve School Problems</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6020</td>
<td>Research in Education</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 6908</td>
<td>Graduate Synthesis</td>
<td>4</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>(Approved by Graduate Advisor)</td>
<td>9</td>
</tr>
</tbody>
</table>

**TOTAL 45 units**

**COURSE DESCRIPTIONS—Master’s Degree in Educational Leadership**

### The Research Cohort Sequence—Three 4-unit Courses

In addition to the six courses for the Preliminary Administrative Services Credential (see Tier I course descriptions above), students completing the Master’s degree in Educational Leadership take a sequence of three courses to develop the skills and habits of mind necessary for using inquiry as a leadership tool in school change processes. The focus is on using the concepts and methodologies of educational research as a vehicle for school renewal and development by:

- identifying school issues and ways in which inquiry can address these issues;
- collaborating with others to develop action plans and test ideas;
- collecting, organizing and analyzing various types of information, including published research;
- reflecting on the inquiry process and its implications for schools, students, and leaders;
- analyzing and presenting issues and topics in clear and understandable ways.

### EDLD 6720—Use of Research to Solve School Problems (Fall—4 units)

This first course in the sequence introduces students to the concept of inquiry and the relationship between school context and collaborative inquiry. Students will learn the use of research tools to collect information about their school setting and analyze that data to identify possible inquiry topics.

### EDLD 6020—Research in Education (Winter 4—units)

This second course in the research sequence engages candidates in conducting collaborative inquiry at their work sites. Candidates develop and apply various methods to collect and interpret data. Emphasis is on reflections about leadership skills as they are engaging in the inquiry process.
- **EDLD 6908—Graduate Synthesis (Spring—4 units)**
  Students synthesize their degree program experiences in coursework, fieldwork and research into a coherent framework for their own leadership role and plan their future professional development. Students systematically examine their inquiry data in reference to their inquiry questions and develop a final inquiry product to use in engaging others in school improvement. The quarter emphasizes students’ ability to communicate what they have learned through their inquiry and their Master’s program experience to public audiences. Comprehensive exam is integrated into coursework.

### APPROVED ELECTIVES FOR THE M.S. DEGREE IN EDUCATIONAL LEADERSHIP

**Elective Requirement for the M.S. Degree (but NOT for the UTLMS):**
- 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.
  (Note: transcripts must be on file in the registrar's office).
- If you wish to take a course not listed below, check with the Graduate Coordinator.

<table>
<thead>
<tr>
<th>Electives, including:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDLD 6201 Research Seminar</strong></td>
<td>1 unit each quarter while in research cohort courses—up to 3 units accepted</td>
</tr>
<tr>
<td><strong>EDLD 6025 Research Practicum I</strong></td>
<td>2 units—with concurrent enrollment in EDLD 6720</td>
</tr>
<tr>
<td><strong>EDLD 6026 Research Practicum II</strong></td>
<td>2 units—with concurrent enrollment in EDLD 6020</td>
</tr>
<tr>
<td><strong>EDLD 6027 Research Practicum III</strong></td>
<td>2 units—with concurrent enrollment in EDLD 6908</td>
</tr>
<tr>
<td><strong>EDLD 6610 Service Learning for Leaders</strong></td>
<td>3 units</td>
</tr>
<tr>
<td><strong>EDLD 6999 Issues in Educational Leadership</strong></td>
<td>up to 4 units</td>
</tr>
</tbody>
</table>
- All Professional Level Administrative Services (Tier II) courses.
- EDLD Extension courses (7000+ course number) offered through Alameda County Office of Education.
- Most TED 6000-level and 7000 extension courses.
- Other upper division and graduate courses with approval from the Graduate Advisor.

### YOU SHOULD KNOW THAT . . .

After completing Tier I, candidates are eligible to apply for a Certificate of Eligibility from the California Commission on Teacher Credentialing (CTC). This certificate authorizes eligibility for all administrative positions and lasts until you get your first administrative job. Then you apply for the Preliminary Administrative Services Credential.

### AND ALSO THAT . . .

After completing Tier I, many students choose to take the additional courses/units needed to complete the Master of Science degree in Educational Leadership in our department. Twenty-four of the 36 Tier I program units count toward the MS degree; students need an additional 21 units to earn the MS. See the section below which describes the MS degree program.
This program intends to develop multicultural, community-centered educators who embody educator and poet Dr. Kipchoge Kirkland’s charge to:

“Never stop asking questions
Keep reading, and most importantly,
never forget where we came from.”

This two-year master’s degree program (with option for the preliminary administrative credential) prepares educators to serve in formal leadership capacities within schools, school districts, and communities for the purpose of building and sustaining equitable schools. Guiding principles include a continual focus on addressing structural racism and classism, on modeling democratic, multicultural leadership, and on developing personal and community voice to de-center school inequality. As such, the program is led by a collaborative advisory board, consisting of critical educators, community advocates, and practitioners who combine to center critical race theory, culturally responsive approaches, and youth-focused participatory action research throughout all aspects of the program. Instruction is site-based and centers on social justice principles to ensure the program challenges the normalization of academic failure for students of color in urban schools.

Participants build understanding and develop habits to engage in collaborative, site-based educational innovations that reflect the culture, experiences, and knowledge base of urban youth. As the program prepares participants for Bold, Socially Responsible Leadership, key focus remains on developing strategies for systemic reform and on the nuts and bolts that ensure equitable outcomes. This program is ideal for teachers, teacher leaders, administrators, community educators, and advocates dedicated to creative, community-centered school communities.

For more information contact:
Christopher Knaus, Ph.D., Associate Professor
Department of Educational Leadership
CSU East Bay
(510) 885-2904
chris.knaus@csueastbay.edu

**PROGRAM FEATURES**

- Classes are primarily held at CSUEB Oakland and at participant school and community sites
- A two-year program that culminates in a Master's Degree in Educational Leadership, with an emphasis in Urban Teacher Leadership from CSU East Bay
- Preliminary Administrative Credential option take two courses plus fieldwork during the first year; 1 course plus fieldwork during the second year
- Preliminary Administration Credential option is typically completed within the first year.
- Cohort structure (students progress through coursework as a group)
- Emphasis on school site issues
- On-site coaching by experienced educators dedicated to urban communities available.
**SCOPE AND SEQUENCE**

Full time coursework begins Fall, 2010. The first year focuses on understanding the social context of educational inequality and reform efforts. Participants develop site and community-based leadership skills while examining instruction, supervision, law, and finance as keys to sustained educational equity. Educators working towards their Tier I Preliminary Certificate engage in additional site-based fieldwork. The second year focuses on developing collaborative leadership teams that then implement youth participatory action research on key equity issues, as educators complete requirements for the Master’s degree.

**OUTCOMES**

Upon successful completion of all academic and fieldwork-based requirements, participants will earn a Master’s Degree in Educational Leadership. Preliminary Administrative Credential option candidates take two courses plus fieldwork during the first year. Completion of the master’s degree requires additional coursework during the second year.

**PROGRAM THEMES**

**Focus on Critical Race Theory**
Critical Race Theory provides race-conscious lenses to examine and address school and community inequality. The program focuses on two key tenets: 1) racism is a normal part of the urban school experience; and 2) efforts to address this racism must center on the voices of those most impacted by racial inequality.

**Culturally Responsive Teaching and Administration**
Because urban education requires creative, responsive approaches to communities that face dramatic social and educational exclusion, the program centers culturally responsive educational approaches that reflect the history and presence of the East Bay’s diverse communities. Educators focus on modeling culturally responsive curriculum, teaching, and inclusive, engaging school communities.

**Focus on Youth Participatory Action Research**
This program prepares educators to engage in culturally responsive research methods that directly inform communities, schools, and districts. Through this process, participants develop structures that guide urban youth into conducting action research that identifies structural inequalities, lays out solutions, and develops collaborative leadership teams.

**ADMISSION REQUIREMENTS**

- A baccalaureate degree from a regionally accredited institution
- 2.7 grade point average in university classes.
- Current valid teaching credential and three years of teaching experience
- Satisfactory completion of CBEST or approved Basic Skills Proficiency test
- Site administrator’s recommendation
- Endorsement of two teacher colleagues
- Personal statement of professional goals
- Resume
- A preliminary team proposal
Returning Students
See page 11.

HOW TO APPLY:
See page 18

WRITING SKILLS COMPETENCY REQUIREMENT

The California State University system requires all students to demonstrate writing competency at an advanced level in order to receive a Master’s degree. Candidates for a Master’s degree need to take the Writing Competency test during the first quarter as a student at CSU East Bay. Candidates may satisfy the Writing Skills Requirement in one of three ways:

1. Obtaining a score of 53 or higher on the writing portion of the CBEST
2. Completion of the Graduate Writing Assessment Requirement (GWAR) as a matriculated student at any CSU campus
3. Pass the Writing Skills Competency Test at CSU East Bay

For more information, contact the Assessment & Testing Office on the main campus—Warren Hall, Room 438 (http://www.csueastbay.edu) Phone: (510.885.3661).

COURSE REQUIREMENTS—UTLMS

See pages 11 and 12

COURSE DESCRIPTIONS—UTLMS

See pages 7 and 12
HOW TO APPLY

The process is somewhat different for each of our programs, so the sections below describe what steps are required for each different program. In addition to the information provided here, the department web site—as well as the College and CSU East Bay web sites—provide a convenient way to access all the information you need about our programs and about how to complete the application process. Find the program(s) you are interested in, and follow the steps listed in order to complete the application process.

Preliminary Administrative Services Credential (Tier I)—including the Internship Option

Once you have read about this program and determined you are interested and that you meet the minimum requirements for admission (see program description), you will need to follow these steps to complete the application process:

1. **The Department Online Application.**
   Complete and submit your Department Online Application by going to the web site identified above and selecting the Tier I Credential Program application link. We no longer accept paper applications.

2. **Additional Required Documents & Materials—in a single, all-inclusive envelope.**
   As soon as you submit your department online application electronically, you will receive an immediate confirmation. The confirmation includes detailed instructions about the additional required documents and materials and how to submit them. Please follow these instructions carefully. Submitting a full and complete packet of materials all together in one envelope to the Credential Student Service Center in Room AE 235 (NOT to the department office) is essential. We highly recommend delivering this packet in person rather than by mail.

3. **The University Online Graduate Application.**
   Complete and submit your University Online Graduate Application. (Note: this is different from and in addition to the department application). The university’s online application is available at www.csumentor.edu.

Beginning April 15, the department reviews only completed applications (all three steps above fully complete) and candidates are selected until spaces are filled. Department notification to candidates begins May 10 via email.

Professional Administrative Services Credential (Tier II)

Applications for the Tier II program are accepted continuously. The program begins Fall quarter and runs three consecutive quarters. Tier II program, applications are reviewed beginning May 15 until spaces are filled.

Once you have read about the Tier II program and determined you are interested and that you meet the minimum requirements for admission (see program description), you will need to follow these steps to complete the application process:

1. **The Department Online Application.**
Complete and submit your Department Online Application for the Tier II program by going to the web site identified above and selecting the Tier II Credential Program application link. We no longer accept paper applications.

2. **Additional Required Documents & Materials—in a single, all-inclusive envelope.**
   As soon as you submit your department online application electronically, you will receive an immediate confirmation. The confirmation includes detailed instructions about the additional required documents and materials and how to submit them. Please follow these instructions carefully. Submitting a full and complete packet of materials all together in one envelope to the Credential Student Service Center in Room AE 235 (NOT to the department office) is essential. We highly recommend delivering this packet in person rather than by mail.

3. **NOTES:** Because the Tier II program is currently offered through Continuing Education rather than through the regular CSUEB auspices, no university online application is required. However, if you intend or are interested in using Tier II courses toward a Master’s degree; contact the Department Graduate Coordinator (see the department web site for contact information).

### Master’s Degree in Educational Leadership

Students interested in the Master’s Degree in Educational Leadership—as differentiated from the Master’s in Educational Leadership with emphasis in Urban Teacher Leadership—begin by applying to the Preliminary Administrative Services Credential (Tier I) program. **See the three application steps described for the Tier I program above.** If you are interested in the Master’s in Educational Leadership with Emphasis in Urban Teacher Leadership (UTLMS) see the applications steps described below.

### Master’s Degree in Educational Leadership—with Emphasis in Urban Teacher Leadership (UTLMS)

Each participating individual will need to complete the following steps in the application process:

1. **The Department Online Application.**
   Complete and submit your Department Online Application by going to the web site identified above and selecting the UTLMS Program application link. We no longer accept paper applications.

2. **Additional Required Documents & Materials—in a single, all-inclusive envelope.**
   As soon as you submit your department online application electronically, you will receive an immediate confirmation. The confirmation includes detailed instructions about the additional required documents and materials and how to submit them. Please follow these instructions carefully. Submitting a full and complete packet of materials all together in one envelope to the Department of Educational Leadership Office in AE 250 is essential. We highly recommend delivering this packet in person rather than by mail.

3. **The University Online Graduate Application—because this program begins Summer quarter, the university online applications close on March 31.**
   Complete and submit your University Online Graduate Application by March 31. University applications are available online at [www.csumentor.edu](http://www.csumentor.edu).

Beginning April 15, **the department reviews only completed applications** (all three steps above fully completed) and candidates are selected until spaces are filled. Department notification to candidates begins May 10 via email.
1. **What is the process to apply to the different department programs?**
   See the handbook section on “How to Apply.”

2. **What is the "Two-Tier" Administrative Credential?**
   The California Commission on Teacher Credentialing requires (CTC) has two levels of Administrative Services Credential: The Preliminary Administrative Services (Tier I) Credential and the Professional Administrative Services (Tier II) Credential. Upon the completion of Tier I, students who are not yet employed in Administration can apply for the Certificate of Eligibility. This certificate authorizes them for employment in administration. Upon initial employment in an administrative position, the certificate holder will be eligible to apply for the Preliminary Administrative Services Credential which is valid for 5 years. The completion of a Professional Administrative Services Credential program is required within the first 5 years of employment as an Administrator.

   The CSUEB Professional Administrative Services Credential Program (Tier II) is a three-quarter sequence. The program begins in the Fall quarter. Students form a cohort group that stays together for three consecutive quarters of the program and become an important professional and personal support to each other. The CSUEB Tier II program is a combination of classes (face-to-face and online activities) in advanced instructional leadership and management skills and includes supervised fieldwork for the new on-the-job administrator.

3. **What is the Internship Credential?**
   - An Internship Credential allows you to hold an administrative job while you complete your Tier I Credential. If you qualify for the Internship Program (i.e. you will have at least a 40% administrative position) contact Dr. Peg Winkelman at peg.winkelman@cuseastbay.edu.

4. **On the University application, what should I declare as my “objective” with the University?**
   ALLL applicants declare a Masters’ Degree as their degree goal. Any candidate may decide to complete only the credential requirements, but all admitted students meet the admissions requirements for a Masters Degree and have the option of continuing to pursue that degree. Applicants should designate the Master Degree code (08271) on the university graduate application.

5. **What is Tier I fieldwork?**
   Fieldwork is a three-quarter sequence of field-based administrative activities that is cooperatively planned by you, your district supervisor (usually your principal), and a university facilitator. Your cohort coordinator will provide an orientation and a Fieldwork Handbook to assist you in the process. Fieldwork provides the opportunity for practical, "nuts and bolts" development of leadership skills.

6. **What about course loads? I work full-time!**
   All coursework can be completed while working full-time. Classes are generally offered 4:00 - 8:00 p.m. during the Fall, Winter, and Spring quarters, with occasional Saturday meetings and afternoons or evenings during Summer quarter. Seminars are held on Saturdays for the Tier I Internship program. Tier II classes are offered on selected Saturdays.
7. How many courses do I take per quarter?

<table>
<thead>
<tr>
<th>Preliminary Administrative Services Credential (Tier I)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, Winter, Spring terms:</td>
<td></td>
</tr>
<tr>
<td>- One cohort class (4 units each term)</td>
<td></td>
</tr>
<tr>
<td>- Fieldwork (4 units each term)</td>
<td></td>
</tr>
<tr>
<td>Three additional non-cohort classes (4 units each) are required; these are offered during the school year and summer term.</td>
<td></td>
</tr>
<tr>
<td>Typical completion time: 4-5 quarters</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Administrative Services Credential (Tier II)</th>
<th>M.S. Degree in Educational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, Winter, Spring terms:</td>
<td></td>
</tr>
<tr>
<td>- One cohort class (4 units each term)</td>
<td></td>
</tr>
<tr>
<td>- Fieldwork (4 units each term)</td>
<td></td>
</tr>
<tr>
<td>- Assessment, Mentoring &amp; Support Practicum (3 units each term)</td>
<td></td>
</tr>
<tr>
<td>Completion time: 3 quarters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First year—Fall, Winter, Spring terms:</td>
</tr>
<tr>
<td></td>
<td>Tier I coursework</td>
</tr>
<tr>
<td></td>
<td>Second year—Fall, Winter Spring, terms:</td>
</tr>
<tr>
<td></td>
<td>One research cohort class (4 units each term)</td>
</tr>
<tr>
<td>Nine additional elective units are required for the degree.</td>
<td>Note: a one unit elective online seminar and a two unit elective online practicum is offered each quarter during the year to students enrolled in the research cohort as one way to fulfill the 9 elective units.</td>
</tr>
<tr>
<td>Typical completion time: 8 quarters</td>
<td></td>
</tr>
</tbody>
</table>

Master’s Degree in Educational Leadership—Emphasis in Urban Teacher Leadership (UTLMS)

See the chart in the program description section of the handbook.

8. When should I take the CBEST?
Successful passage of CBEST is a requirement before the beginning of the program. The test is offered several times per year, so plan ahead for registration deadlines. When you receive notification of having passed the test, please send the department one of the "Transcript Verification" cards attached to your test results. Successful passage of this test is required for all internship candidates before CTC will issue the internship Credential. Approved alternatives to the CBEST exam are available through the Credential Student Service Center’s website, www.csueastbay.edu/cssc. Click on Credential Forms and Documents to view acceptable ways to meet the Basic Skills Requirement; CBEST remains one of the approved options.

9. How do I talk with an Advisor?
Once you enter the program, your advisor is your Cohort Instructor. In the Research Cohort your advisor is the Graduate Coordinator. At any time, however, you may call for an appointment with the Department Chair or the Graduate Coordinator.

10. How many units can I transfer towards the credential?
Transferable units for the credential are dependent upon where the course was taken, how long ago,
whether the content is aligned to CTC requirements, etc. You should make an appointment with the relevant program coordinator or with the Department Chair to determine how many units can be transferred.

11. What do I need to put on the university application?

**PART A**
To specify the major/program objective for which you are applying.
- Write: EDLD

What is your degree objective?
- Write: MASTER’S/ in the blank spaces
- Educational Credential Objective...
- Write: Y since you are applying to a credential program this term
- In Credential Objective Name write either: Preliminary Administrative" (Tier I) or Professional Level Administrative" (Tier II)
- In Credential Code write either: --501 (for the Preliminary Administrative Credential) or --502 (for the Professional Level Administrative Credential)

**PART B**
**Employment and Service**
- Write: On file with the department

**References**
- Write: On file with the department

**Statement of Purpose**
- Write: I am applying in order to complete to complete a Master’s degree in Educational Leadership

For additional assistance with the university application, contact
- Admissions (510) 885-2784; University Directory Assistance (510) 885-3000

12. What is the relationship among credentials?
If you have at least a 40% administrative position, have passed CBEST, have three years of teaching experience, and are accepted into the Internship Program, you may apply for an Internship Credential. This credential is valid for two years. By the end of those two years, you must have completed the program for the Preliminary Credential. Should you obtain a full time administrative position at the conclusion of your course work, you apply for a Preliminary Credential. If you do not have an administrative position, you can apply for a Certificate of Eligibility, which has no expiration date. Within five years of securing an administrative position, you must complete a Professional Credential program. To apply for the Tier II Credential you must have 2 years of administrative experience.

13. How do I apply for the Preliminary Credential or Certificate of Eligibility?
In the last quarter of coursework, you can obtain an application from the Credential Student Service Center (C SSC AE 235) for an application. The University recommends you for the California Commission on Teacher Credentialing Credentials, not your district. You must have:
- Verification of passing scores on the CBEST in your file
- A copy of your teaching credential
• Verification from your district indicating you have a minimum of 3 years full time teaching or services experience
• Verification from your district that you have a full-time administrative position if applying for the Preliminary Credential
• A 3.0 GPA in all credential courses.

14. What is the Writing Skills Requirement?
The University's Writing Skills Requirement applies to all Master’s degree and preliminary administrative services credential candidates. See the university web site for further information or contact the Assessment and Testing office at 510. 885. 3661.

15. How many units can I transfer towards the Master’s degree?
The Master’s Degree in Educational Leadership is a 45-quarter unit degree program. There is a 13-unit limit for any combination of extension or non-resident units. Units taken as part of a previous degree cannot be used towards a current master degree. Transferable units must be less than 5 years old and must be approved by the department Graduate Advisor.
- Contact the Graduate Advisor if you have questions related to the Master’s Degree in Educational Leadership. Contact information is on the department web site.
- If you have questions about transferable units for the Master’s Degree in Educational Leadership with an Emphasis in Urban Teacher Leadership (UTLMS), contact the UTLMS program coordinator via links on the department web site.

16. What is the Five Year Rule for the M.S.?
Courses you wish to apply towards the degree must not be more than five years old. To determine whether or not your courses exceed the 5-year rule, count back from your expected quarter of graduation. For example, if you wish to graduate in Spring of 2005, courses taken before Summer 2000 exceed the 5-year limit and cannot be applied toward the degree.

17. Should I wait to complete my electives for the Master’s degree until I am working on Tier II?
All Tier II classes may be used as electives toward the degree electives. However, since Tier II accepts only those students with administrative positions, it is probably better to complete the degree first. If you wait until you've completed the Tier II, the 5-year limit on your courses taken for the preliminary credential may have expired and may not count toward the completion of the Master’s Degree. Master’s electives may be approved as Tier II non-University units.

18. How do districts view the Master’s degree in Educational Leadership?
Many districts view the M.S. degree as a requirement for an administrative position. However, you're the best judge of how this applies to your professional goals.

19. What happens to me if the Department / University rules change?
The university website in the class schedule is important information about registration fees; add/drop procedures, graduation procedures, and refunds. The catalog and class schedule are available online at http://www.csueastbay.edu/ecat/index.html for the current year.
Inherent in these six standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

**STANDARD 1**
Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

School administrators engage their communities in the development of a shared vision of student learning. This vision articulates faculty members’ understanding of the school as a standards-based education system, and it guides their actions. The vision serves as a central focus as the school community works to develop and implement instructional plans and other activities that give meaning to the vision. Leaders align resources with the priorities of the vision and communicate the vision within and outside the school.

1.1 Develop a Shared Vision  
1.2 Plan and Implement Activities around the Vision  
1.3 Allocate Resources to Support the Vision

**STANDARD 2**
Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

School administrators commit themselves to the concept of schools as rich learning environments for both students and staff. Acknowledging that the core work of the school is the accomplishment of student learning, site leaders focus their work around creating a culture that values such work and an instructional program that supports powerful student learning. Continuous teacher learning is a central feature of the school’s professional culture.

2.1 Develop School Culture and Ensure Equity  
2.2 Guide the Instructional Program  
2.3 Guide Professional Growth of Staff  
2.4 Create and Utilize Accountability Systems

**STANDARD 3**
Promoting the success of all students by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

School administrators create and manage school organizations that are structured to support the core work of teaching and learning. They assure that their schools are physically and emotionally safe for all students and adults and they protect the legal rights of all members of the school community. They apply principles of organizational leadership and management to align and integrate the multiple subsystems that comprise the school so that the infrastructure is designed to support student learning to high standards for all students.

3.1 Promote a Safe School Environment  
3.2 Establish an Infrastructure to Support Learning  
3.3 Manage the School as a System  
3.4 Assure Legal Integrity
**STANDARD 4**

Collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources.

School administrators are leaders who are visible within the community contexts of their sites. They value and are responsive to the families whose children attend their schools. They regard the community as a resource and work to engage the support of individuals, businesses, civic organizations, and other institutions through collaboration and partnering. As they work within their schools to promote success for all students, they provide a critical linking function between the school and the surrounding context that fosters two-way communication and influence.

4.1 Incorporate the Perspective of Families and Community Members
4.2 Establish Linkages between the Site and the Larger Context
4.3 Engage Support from Agencies outside the School

**STANDARD 5**

Modeling a personal code of ethics and developing professional leadership capacity.

School administrators serve as models of professionalism in their sites, communities, and districts. Their work is informed by a set of ethical and moral principles that they espouse and enact. They inspire and encourage others by demonstrating their commitment to lifelong professional learning. They develop, sustain, and apply cutting-edge professional knowledge in making decisions and working with the adults and children at their sites.

5.1 Maintain High Standards of Professionalism
5.2 Use Pertinent, State-of-the-Art Information to Guide Sound Courses of Action
5.3 Model Reflective Practice and Continuous Growth
5.4 Sustain Professional Commitment and Effort

**STANDARD 6**

Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

School administrators are committed to the democratic principles that undergird American public school systems. They actively engage with and shape educational policy to reflect commitment to equity for the diverse communities of learners in their sites, districts, and the state. They engage in ongoing dialogue with a range of stakeholders and policy makers to identify and respond to issues, trends, and potential changes in the operating environments of schools.

6.1 Engage with the Policy Environment to Support School Success
6.2 Communicate with Stakeholders
6.3 Incorporate Input from the Public
Mindscapes & Essential Questions for Bold, Socially Responsible Leadership (BSRL)

From leadership experience, research, and best practices, our department believes there are several “Mindscapes”—pictures we hold in our heads about how the world works—and corresponding questions that guide the thinking, reflection, learning and action of effective leaders. The Mindscapes are one way of describing high quality leadership—Bold Socially Responsible Leadership (BSR L). Significantly, the Mindscapes encompass and align with the new California Professional Standards for Educational Leaders. In all of our courses and programs, the Mindscapes and corresponding ESSENTIAL QUESTIONS (EQs) serve as a framework; touchstone and filter as we share problems of practice, explore new skills and knowledge, and provide critical friendship to one another.

**Mindscape 1: Teaching and Learning for Equity & High Achievement**

**Desired Impact:** Race, class, language, culture, income, gender and sexual identity are no longer good predictors of academic success (or failure). All students are producing high quality work and achieving at high levels.

**Essential Questions:** What difference are we making and for which students? From whose perspective?

**Key Knowledge and Skill Areas** include understanding of and strategies for ensuring: equitable learning outcomes; student/teacher relationships; powerful and equitable teaching; subject matter expertise; best practices and exemplary instruction; inquiry and adjustment of curriculum, pedagogy and assessment; cultural competence.

**Mindscape 2: Systems Thinking & Strategic Approaches to Developing a Learning Community**

**Desired Impact:** All members of the school community (students, parents, teachers, administrators, district staff, school board, and community members) are pulling together in a constant direction toward achieving a shared vision. The norms, beliefs, structures and skills for inquiry, innovation and continuous improvement are part of the day-to-day culture of the school.

**Essential Questions:** What are powerful ways to include and energize everyone to share responsibility for equity and better results for all students?

**Key Knowledge and Skill Areas** include understanding of strategies for ensuring: diversity and inclusion; democratic processes and collaboration; systems thinking; and a culture of inquiry and continuous improvement.

**Mindscape 3: Building Organizational Capacity through Resource Coherence**

**Desired Impact:** There is a constancy of effort and progress and a sense of efficacy and accomplishment in the midst of the flurry of daily activity. Values and resources align to support inter-relatedness among decision-making, school programs, the school community, improvement efforts, and outcomes for students.

**Essential Questions:** How are we doing at focusing resources and energy where they will make the most difference to the quality of teaching and learning?

**Key Knowledge and Skill Areas** include understanding of and strategies for ensuring: organizing and managing effectively; building infrastructure including systems, processes and practices; planning backwards; integrating and using technology.

**Mindscape 4: Ethical, Caring & Reflective Practice**

**Desired Impact:** Honest, open discussion of significant—and sometimes difficult—issues and questions is valued in a supportive, caring learning community. Personal reflection results in focused, ethical behavior and practice. Everyone belongs, feels know and cared about as an individual, and feels s/he has the power and skills to change what needs to be changed and to make a difference here.

**Essential Questions:** Who belongs and has influence—and who doesn’t? How does it feel to work, learn, participate, and live here? From whose perspective?

**Key Knowledge and Skill Areas** include understanding of and strategies for ensuring: caring and belongingness; aligning values, behavior and action; and critical friendship and reflection.

**Mindscape 5: Engaging and Influencing Forces within the Larger Community**

**Desired Impact:** The school actively engages and influences the context to generate the knowledge, resources and support needed for continuous improvement of teaching and learning. Two-way learning relationships and partnerships support the creating of new knowledge and help the school community proactively meet new challenges.

**Essential Questions:** How are we engaging outside resources, forces and relationships to help us learn and change what needs to be change to get the results we want?

**Key Knowledge and Skill Areas** include understanding of and strategies for ensuring: balancing organizational integrity and adaptation; inside/outside: mutual influence; inside/outside: building learning relationships.
# How the EDLD Mindscapes and the CTC CPSELs Align

<table>
<thead>
<tr>
<th>MINDSCAPES</th>
<th>ESSENTIAL QUESTIONS</th>
<th>CPSELs</th>
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<tbody>
<tr>
<td>for Bold Socially Responsible Leadership (BSRL) from EDLD (Used by all instructors to plan course objectives, assignments, and assessment of learning outcomes within courses and before completion of each program)</td>
<td>Driving Leadership Action, Reflection, Learning, Growth and Assessment</td>
<td>California Professional Standards for Educational Leaders from the CTC</td>
</tr>
<tr>
<td>Mindscape 1: Teaching and learning for equity and high achievement.</td>
<td>What difference are we making and for which students?</td>
<td><strong>Standard 2:</strong> Culture for student learning and professional growth.</td>
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<td>Desired Impact: Race, class, language, culture, income, gender and sexual identity are no longer good predictors of academic success (or failure). All students are producing high quality work and achieving at high levels.</td>
<td>From whose perspective?</td>
<td>Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</td>
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<td>What skills and support do I need to take risks and lead for equity?</td>
<td><strong>Standard 6:</strong> Political, social, economic, legal, and cultural understanding.</td>
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<td>Mindscape 2: Systems thinking &amp; strategic approaches to developing a learning community.</td>
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<td><strong>Standard 1:</strong> Shared vision of learning.</td>
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