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DEPARTMENT OF
EDUCATIONAL
LEADERSHIP

COLLEGE OF EDUCATION
& ALLIED STUDIES

PROGRAM HANDBOOK
A Guide for Candidates, Faculty, and
Educational Partners

Preliminary
Administrative Services
Credential
(PASC)

Masters in
Educational Leadership
(MS)

Clear Administrative
Services Credential
(CASC)



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Welcome to the Department of Educational Leadership

We warmly welcome you to the Department of Educational Leadership at California State University, East Bay (CSUEB). Whether you are pursuing the Preliminary Administrative Services Credential (PASC), the Clear Administrative Services Credential (CASC), or the Master of Science (M.S.) in Educational Leadership, we are excited to support you on this meaningful journey. Our **mission** is to prepare *critical and courageous scholar-practitioners* who lead educational transformation. Our **vision** is to cultivate a collective of *critical, courageous, and self-reflective scholar-practitioners* who engage in active listening, confront their own complicity, leverage their privilege and institutional resources, analyze systems that perpetuate oppression, and work in solidarity with communities to disrupt historic inequities and lead transformative change in education. We are honored to accompany you on this journey and are committed to learning and leading in partnership with you.

Our mission and vision are brought to life through our five guiding social justice principles.

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

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We are proud to welcome you to our program and look forward to working alongside you throughout your academic journey. You have been selected for your demonstrated leadership and potential to make a lasting impact in California, across the nation, and around the world.

Over the course of the year, you will engage in meaningful, theory-to-practice learning experiences grounded in five social justice principles aligned with the CAPES/CPSEL standards. You will complete fieldwork in a school setting, including the California Administrator Performance Assessment (CalAPA), and collaborate with colleagues in critical conversations about equity and access to drive positive change.

As former K–12 educators and school leaders, we are thrilled to learn with you and support your development as equity-centered leaders.

Throughout this handbook, any underlined blue text is hyperlinked to additional resources. You can also learn more about our faculty by visiting the [CSU East Bay Faculty Page](#). If you're ever unsure whom to contact, don't hesitate to reach out to any member of our team.

Welcome to the Pioneer family!

Best

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PASC/CASC Admissions Requirements

PASC Candidates must possess one of the following valid credentials:

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

And provide the following:

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

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

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

Program of Study: Overview

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

Core Pedagogies

To bring the Department's mission, vision, and core principles to life, our programs are **praxis-directed** and rooted in **critical, humanizing, culturally relevant, community-responsive, and abolitionist pedagogies**. These pedagogies intentionally immerse candidates in the kinds of transformative learning environments we expect educational leaders to create—spaces grounded in equity and social justice. Leading for justice requires attention to both the **structural** (how schools are organized and governed) and **cultural** (how people act, interact, and respond) dimensions of schools. Because of this, pedagogy plays a deliberate role in

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educational transformation. Faculty and candidates are encouraged to critically examine how institutional structures and cultures shape how we consume, interpret, produce, and share knowledge—as well as how we define and practice leadership.

Common Practices

Our program is grounded in a conceptual framework that integrates **critical, humanizing, culturally relevant, community-responsive, and abolitionist pedagogies**, operationalized through the **praxis cycle: critical knowledge + critical reflection + critical dialogue + critical action**. To support the development of equity-centered educational leaders, we engage in the following common practices:

- Applying a conceptual framework that guides our use of the praxis cycle to inform learning and leadership.
- Deepening candidates' **critical consciousness** through the exploration and application of key **critical theories**.
- Engaging in frequent, meaningful **dialogue** that problematizes real-world leadership challenges.
- Utilizing **practical frameworks** that support candidates' leadership work within school and district contexts.
- Creating opportunities for candidates to **practice, co-construct**, and take ownership of their learning.
- Fostering a **critical, humanizing, and supportive community** among candidates and faculty.
- Encouraging continued **professional learning** through CSUEB-sponsored events and partnerships with local community organizations.

Coaching

All **PASC** and **CASC** candidates are supported by a veteran educational leader, referred to as a **university coach**. The coach collaborates closely with the candidate's **site/district mentor** to ensure aligned, context-specific support.

Key Coaching Responsibilities and Practices:

- Coaches meet regularly with candidates to support the completion of fieldwork activities at their worksite.
- Coaching sessions are conducted **in person** and **virtually**.
- Coaches attend ongoing **professional development** alongside PASC/CASC core faculty and contribute to the development of fieldwork materials.
- At both the **start** and **end** of the academic year, coaches hold a **three-way meeting** with the candidate and their site/district mentor to assess the candidate's progress and

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proficiency with the **California Professional Standards for Education Leaders (CPSELs/CAPES)**.

- Candidates are responsible for sharing a **program overview letter** with their site/district mentor outlining standards, expectations, and program requirements.

CASC-Specific Coaching:

- Coaching is embedded within the **CASC program** structure.
- Coaches regularly **attend CASC classes** and hold **1:1 coaching sessions** with candidates at the end of each monthly session.
- These individualized meetings are guided by the candidate’s **Individualized Learning Plan (ILP)** and focus on real-time leadership challenges and growth areas at the candidate’s site.

District Partnerships

School districts across the Bay Area collaborate closely with the Department of Educational Leadership (DEL) to build the leadership capacity of their employees and enhance support for program candidates. District leaders contribute valuable input on curriculum and program design by engaging with the Department Chair, CASC Coordinator, PASC Coordinator, and cohort leader(s). They also communicate university partnership goals with university coaches and site/district fieldwork mentors, who play a critical role in the leadership development of CASC candidates. District partners are invited to visit cohort classes to share their expertise and provide feedback on current district initiatives—ensuring that our programs remain aligned with the needs of schools and communities.

DEL faculty contribute cutting-edge research and reform-based practices to PASC coursework and district improvement efforts. Areas of focus include:

- Serving English Learners
- Leading collaborative inquiry for equity
- Advancing STEAM education
- Addressing the digital divide

Each year, the Center for Research, Equity, and Collaborative Engagement (CRECE) hosts a Leadership Institute that provides aspiring and veteran administrators with multiple opportunities to learn, grow, and share effective leadership practices.

[DEL programs are approved and accredited by the Commission on Teacher Credentialing.](#)

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

California Administrator Performance Expectations (CAPES)

The CAPES are the program and candidate learning outcomes.

Preamble

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

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

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

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

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integrated, comprehensive leadership development program where candidates complete six courses over two semesters. candidates take one weekly synchronous class, and two online classes with their cohort each semester¹. The synchronous class meets once a week in person, and the two asynchronous classes meet online. Class meeting times and dates are determined by the instructor.

Sample PASC Course Sequence

Sample Fall Semester Schedule	Sample Spring Semester Schedule
EDLD 600 (Weekly Synchronous Class)	EDLD 610 (Weekly Synchronous Class)
EDLD 695 (Fall Fieldwork Class)	EDLD 696 (Spring Fieldwork Class)
EDLD 620 (Education Finance)	EDLD 625 (Education Law)
	EDLD 694 (Transformation through Community Solidarity)

Field Work

PASC candidates complete a **two-semester fieldwork course** featuring **six job-embedded leadership activities**, each aligned with a **CAPE** and, when applicable, a **CalAPA Leadership Cycle**. These activities connect theory to practice, deepen understanding of the site administrator role, and demonstrate readiness for administrative leadership as required by the **CTC**.

Cohort Leaders introduce the activities each semester, while **university coaches** provide ongoing support through monthly and one-on-one meetings.

Process

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

Within the first few weeks of the semester, PASC candidates meet with their **university coach** to launch the fieldwork practicum. This work is grounded in six [California Administrator Performance Expectations \(CAPEs\)](#) and includes the following components, completed in the sequence below:

¹ The modality (e.g. in-person/online) of classes depend on local, State and Federal COVID-19 regulations.

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1. **Formative CAPE Reflection** (completed in EDLD 600 and brought to the first coaching meeting)
2. **Beginning-of-Year 3-Way CAPE Candidate Inventory** (candidate, coach, and site mentor)
3. **Fieldwork Activities for Each of the 6 CAPEs**
 - **Fall:** CAPEs 1, 3, and 5
 - **Spring:** CAPEs 4, 6, and 2
4. **Summative CAPE Reflection** (completed in EDLD 610)
5. **End-of-Year 3-Way CAPE Candidate Inventory** (candidate, coach, and site mentor)

Coaches and candidates meet regularly throughout the year to complete the fieldwork and reflect on leadership growth. The **initial meeting** establishes their coaching relationship, sets a meeting schedule, and reviews fieldwork expectations using the Formative CAPE Reflection as a guide.

The **Beginning-of-Year 3-Way Meeting** includes the candidate, coach, and site mentor to collaboratively plan leadership activities aligned to the CAPEs.

In the **Spring**, candidates finalize their **Summative CAPE Reflection** in EDLD 610. The year concludes with the **End-of-Year 3-Way Meeting**, where participants reflect on growth, document progress using the CAPE Inventory, and co-create a professional development plan for induction and future leadership learning.

GENERAL RESPONSIBILITIES

COHORT LEADER	FIELDWORK COACH	PASC CANDIDATE
<ul style="list-style-type: none"> <input type="checkbox"/> Support the coach-candidate relationship building. <input type="checkbox"/> Support fieldwork and the completion of the CalAPA through the candidate's EDLD 600 and 610 courses. <input type="checkbox"/> Assess the final submissions of candidate work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet monthly to discuss the candidate's fieldwork and leadership experiences, including the CalAPA. <input type="checkbox"/> Manage the timeline of fieldwork experiences, processes, and assignments/performance tasks. <input type="checkbox"/> Provide feedback on the candidate's fieldwork. 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet monthly with the coach to discuss the fieldwork and leadership experiences, including the CalAPA. <input type="checkbox"/> Critically engage in the fieldwork as per the agreed upon timeline. <input type="checkbox"/> Ask for, receive, and incorporate feedback from the coach.

K-12 Partnerships

Fieldwork and California Administrative Performance Expectations (CAPES) Alignment

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

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

California Administrative Performance Assessment (CalAPA)

The **California Administrator Performance Assessment (CalAPA)** allows candidates to demonstrate their leadership skills through a cycle of continuous improvement: **investigate, plan, act, and reflect**. This cycle serves as the foundation of effective and equitable school leadership.

Across the **three CalAPA cycles**, candidates:

- Analyze school site data
- Research evidence-based practices
- Lead teams and coach educators
- Identify and address site-specific equity needs

Leadership is demonstrated through written narratives, annotated video clips, and work products aligned with each cycle's prompts.

For full details, refer to the **CalAPA Program Guide** (see Resources section).

CalAPA Support

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

Beginning of Fall Semester	PASC Cohort Leaders provide an overview of the three CalAPA Leadership Cycles and explicit instruction regarding the CalAPA leadership cycles and rubrics, including the importance of privacy, and acceptable use of videorecording. At the beginning of Leadership Cycles II and III, the cohort leader reviews the permissions and documentation required for video recording candidates and educators in the learning environment. The Department of Educational Leadership at CSU East Bay PASC candidates follow the CalAPA guidelines for confidentiality of
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	videorecordings and Understanding the Rules and Requirements in the CalAPA Program Guide.		
Course Syllabi and Course Sites	<p>The syllabus for EDLD 600 and 610, the cohort based classes identify:</p> <ul style="list-style-type: none"> • The focal CalAPA Leadership Cycles, and directions for attending faculty office hours and instructions for making an appointment for additional support. <p>The course sites for EDLD 600 and 610 provide:</p> <ul style="list-style-type: none"> • All CalAPA materials, including the templates, rubrics and assessment guides. <p>The syllabus for EDLD 695 and 696 provide formative experiences via assignments aligned with the CalAPA Leadership Cycles.</p>		
Faculty support	<p>PASC Cohort Leaders provide support in multiple ways, including in-person, one-on-one guidance on the CalAPA Leadership Cycles during class time—aligned with CTC guidelines for acceptable support. They also offer formative experiences connected to the CalAPA and hold weekly office hours, with additional support available by appointment.</p>		
Peer support	<p>Each PASC candidate participates in a peer support group that reviews one another’s work-in-progress using the CalAPA rubrics to provide constructive feedback and promote collaborative learning.</p>		
Workshops	<p>Cohort Leaders offer bi-weekly workshops for current PASC candidates as well as for those who have completed coursework but still need to fulfill CalAPA requirements.</p> <p>For more information about support for PASC graduates who have not yet completed the CalAPA, please see the section on Retakes and Resubmissions.</p>		
Coaching	<p>The department’s coaching model is grounded in Elena Aguilar’s Transformational Coaching Framework, emphasizing reflective practice, equity-centered leadership, and personal growth. This model supports effective school leadership by facilitating regular candidate reflection and ongoing check-ins to monitor progress toward the California Professional Standards for Education Leaders (CAPES) and alignment with the CalAPA</p>		

	<p>Leadership Cycles.</p> <p>Coaches collaborate closely with PASC faculty, having co-developed the fieldwork experience, and they review each candidate's fieldwork submissions. They provide targeted feedback to support both the revision of submitted work and the development of leadership practice.</p>		
Professional Learning for Coaches	Coaches attend regular professional development focused on supporting PASC candidates' progress on and understanding of the CalAPA requirements.		
Retakes and Resubmissions	<p>PASC Cohort Leaders provide ongoing instruction on the CalAPA and offer remediation support for current and former candidates who do not pass one or more CalAPA cycles. Candidates who receive a "Did Not Meet" score or a condition code due to missing evidence are contacted by the Cohort Leader and invited to participate in a group coaching session.</p> <p>These coaching sessions are offered regularly throughout the year. Using a reflective, dialogic approach, Cohort Leaders guide candidates in identifying:</p> <ul style="list-style-type: none"> • Which steps of the cycle require revision • The sufficiency and alignment of submitted evidence • Rubric scores and feedback • Necessary steps for resubmission to Pearson 		
Appeal Process	<p>CSU East Bay PASC candidates and faculty follow all CTC and Pearson policies related to CalAPA scoring appeals and credential, permit, or licensing appeals.</p> <p>Candidates who have completed all PASC coursework through the Department of Educational Leadership but have not yet passed one or more CalAPA cycles are offered ongoing, multiple opportunities for support to complete the required assessments. These candidates do not need to submit an appeal to receive this essential support.</p> <p>Appeals related to employer-restricted Intern Credentials or Emergency Permits must be submitted directly by the employing agency to the California Commission on Teacher Credentialing (CTC).</p>		

Centralized Scoring for the CalAPA	<p>CalAPA submissions are scored through the CTC/Pearson centralized scoring system. PASC Candidates submit their completed leadership cycles online via the Pearson website for assessment.</p> <p>Effective July 7, 2023, the passing standards are:</p> <ul style="list-style-type: none"> • Cycle 1 (8 rubrics): A final cut score of 15 points • Cycle 2 (7 rubrics): A final cut score of 14 points • Cycle 3 (7 rubrics): A final cut score of 14 points <p>The passing standards apply to all CalAPA candidates.</p>		

CalAPA Leadership Cycle Submissions to Pearson

Pearson is the official **CTC vendor** responsible for facilitating the CalAPA assessment process. This includes **collecting assessment fees**, **receiving Leadership Cycle submissions**, and **reporting scores** to both the program and individual candidates.

Details and procedures for completing the **three CalAPA cycles** are covered in the **fieldwork courses**.

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

The **CASC Program** operates within the **College of Letters, Arts, and Social Sciences (CLASS)** and the **Department of Educational Leadership** at CSU East Bay. It is coordinated collaboratively by the **Preliminary and Clear Administrative Services Credential Induction Program Coordinator**, the **Department Chair**, full-time faculty, coaches, adjunct instructors, site/district/county office mentors, and district partners to ensure a strong, ongoing support system for CASC candidates. Frequent and purposeful communication supports this collaboration, driven by scheduled meetings and a shared commitment to candidate development and success.

Collaborative CASC Leadership Activities Include:

- **Monthly department meetings** that provide time for faculty to align syllabi, assignments, and assessments across courses and review candidate progress.
- **Monthly meetings with CASC coaches** to monitor individual candidate needs and progress.
- **Ongoing collaboration** among fieldwork coaches, CASC and PASC instructors to coordinate candidate support and address updates to standards, expectations, and assessments.
- **Semester-based monitoring** of CASC candidates' progress in both fieldwork and seminar courses.
- **CASC candidate participation** as facilitators or discussants at the **CRECE Leadership Institute**, where they engage in dialogue on pressing educational issues.
- **Meetings with district leaders and DEL faculty**, including events like the CRECE Leadership Institute, to showcase candidate work and receive feedback on curriculum and program design.
- **Recruitment events**, co-facilitated by the PASC, CASC, and M.S. Coordinators and Credential Services Liaison, with support from district partners, to attract highly qualified applicants to the program.

California Professional Standards for Educational Leaders (CPSELS)

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

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

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

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

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

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

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

Course of Study: Integrated Fieldwork and Coursework in Cohort-Based Leadership

The CSU East Bay program offers a field-based, two-year academic pathway leading to the Clear Administrative Services Credential. In addition, candidates have the option to pursue a Master of Science (M.S.) in Educational Leadership and/or continue into a Doctorate in Educational Leadership for Social Justice.

All credential and degree programs within the Department of Educational Leadership are structured around a cohort model. A cohort is a group of professional educators who begin the program together and take core courses as a learning community.

This model fosters collaborative learning, peer support, and professional dialogue—creating rich and rigorous experiences for leadership development. Graduates of these cohort communities emerge prepared to serve as transformational leaders who advocate for equity and social justice in education.

Program Development

Faculty in the **Department of Educational Leadership (DEL)** have actively contributed to **CTC efforts** to refine the **California Professional Standards for Education Leaders (CPSEL)** and associated **Descriptions of Practice**. These contributions led to revisions in key program documents, including:

- **CPSEL Initial Assessment & Individual Induction Plan (IIP)**
- **CPSEL Summative Portfolio**
- **Syllabi and assignments** that integrate and assess the revised CPSEL standards

As the **CASC program** adapted during COVID-19, DEL faculty and coaches developed a robust set of **virtual communication, teaching, coaching, and observation strategies** to continue supporting candidates effectively.

Pathways and Program Coherence

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DEL faculty have designed **seamless pathways** from the **PASC to CASC** programs, with opportunities to pursue an **M.S. or Ed.D. in Educational Leadership for Social Justice**. The CASC program prioritizes a **coherent fieldwork experience** and sustained support, especially for candidates transitioning directly from PASC at CSUEB.

To ensure continuity:

- Candidates may choose to continue working with their **PASC coach**, supporting their transition into administrative roles.
- **Year 1 and Year 2 CASC candidates** participate in shared seminars to foster collaboration.
- Candidates may also continue their **equity-based inquiry projects** through the M.S. or Ed.D. programs.

Course and Fieldwork Integration

CASC Cohort Leaders teach both **Year 1 and Year 2** of the **two-year, four-semester course sequence**, which includes both **face-to-face** and **virtual meetings** throughout the academic year.

- **Fieldwork coaches** attend monthly seminars to support alignment between coursework and field experiences.
- Assignments are designed to build understanding of and proficiency with the CPSEL.
- **Course content**—including readings, activities, and assignments—helps candidates analyze and reflect on their leadership practice.
- The **CPSEL portfolio** includes **summative reflections** and **field-based artifacts** as evidence of leadership development.
- Each seminar intentionally centers on identifying and better serving **underserved student populations**.

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

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

Assessment and Support of CASC Candidates

CPSEL Portfolio

The **CASC Portfolio** is a comprehensive assessment and reflection tool that documents each candidate's growth in relation to the **California Professional Standards for Educational Leaders (CPSEL)**. It is a requirement of the **Commission on Teacher Credentialing (CTC)**, as the **CalAPA** does not fully address all CPSEL standards.

The portfolio allows candidates to:

- Reflect on coursework, field experiences, and leadership growth
- Demonstrate proficiency in all six CPSELs
- Showcase evidence of current leadership work
- Identify areas for continued professional development

Successful completion of the portfolio is required for university recommendation for the Clear Administrative Services Credential.

Key Assessment Milestones

There are **six critical assessment events** across the two-year induction program:

Year One

1. Initial self-assessment and development of the **Individual Induction Plan (IIP)**
2. Mid-year reflection on IIP progress
3. End-of-year submission of **Year 1 Portfolio** (covering 3 CPSELs)

Year Two

4. Revised self-assessment and refinement of IIP for Year 2
5. Mid-year reflection and portfolio progress check
6. Final Year 2 Portfolio submission (all 6 CPSELs with artifacts and reflections)

Portfolio Content and Review

The **portfolio includes**:

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- The evolving **Individual Induction Plan (IIP)** with reflections on leadership growth
- **Artifacts** documenting real-world administrative tasks and leadership responsibilities
- Evidence of progress in **knowledge, skills, and dispositions** aligned to the CPSEL
- Descriptions of leadership tasks, challenges, and learning outcomes

During the transition between Year 1 and Year 2, coaches and instructors review portfolios to **calibrate expectations** and determine necessary adjustments based on role changes or professional needs.

At the end of Year 2, candidates, coaches, and mentors participate in a **final 3-way meeting** to review accomplishments and set long-term leadership goals. Final portfolios are evaluated by university instructors, coaches, and the **CASC Program Coordinator**.

Ongoing Support Structures

The CASC program is designed to support candidates through continuous cycles of **professional learning** grounded in the CPSEL. Support includes:

- A **beginning-of-program 3-way meeting** (candidate, coach, mentor) to develop the IIP, focused on the question:
“What do I need to know and do to lead effectively in my current role?”
- **Ongoing monitoring** by the coach and mentor to update the IIP in response to real-time leadership developments
- **Coaching and seminars** aligned with CPSEL to support leadership capacity building

Coaching activities include:

- Regular face-to-face meetings
- Observation and feedback cycles
- Email/virtual communication
- Role-playing leadership scenarios
- Document analysis and reflection
- Planning and debriefing sessions

Monthly university seminars reinforce and assess leadership growth through:

- Role plays and case studies
- Critical friendship (job-alike) groups
- Promising practice presentations
- Written reflections and peer dialogue
- Leadership participation and analysis

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Program of Study: Master of Science in Educational Leadership

The **Master of Science (M.S.) in Educational Leadership** is a **30-unit, two-year hybrid program** designed for educators aspiring to serve as equity-centered leaders in K–12 public education.

In **Year 1**, students complete the requirements for the **California Preliminary Administrative Services Credential**, including successful completion of the **CalAPA** (California Administrator Performance Assessment).

In **Year 2**, students initiate and complete a **collaborative inquiry (research) project**, serving as the culminating experience for the master's degree.

Courses are offered in a **hybrid format**, with students required to attend **in-person classes just once per week**, allowing for flexibility while maintaining a strong community of practice.

Graduates of the M.S. and credential programs are prepared to assume **leadership roles across the K–12 education system**, including:

- **School site leadership** (e.g., principal, vice principal)
- **District-level administration** (e.g., curriculum coordinator, professional development lead, special programs coordinator, director of personnel, assistant superintendent)
- **County and state-level leadership positions**

This program supports the development of reflective, transformational leaders committed to equity, social justice, and student success.

Course sequence:

Fall Semester	Spring Semester:
EDLD 630: Collaborative Research for Equity (4 Units)	EDLD 693: Collaborative Research Project (4 Units)
EDLD 635: Equity Research Design I (3 Units)*	EDLD 645: Equity Research Design II (3 Units)*
	EDLD 694: Transformation through Community Solidarity (1 Unit)

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CSUEB Common Program Handbook Elements

Grievance Process

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

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

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

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

More information can be found at:

<https://www.csueastbay.edu/aps/academic-policies/grade-appeal.html>

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Accessibility Services

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

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

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

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

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

Ombuds

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

More information can be found at:

<https://www.csueastbay.edu/diversity/ombuds-services/index.html>

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Technology Support

Canvas Technical Support / Helpdesk: 24/7 live

Regular business hours: [Click here for current hours](#)

In person: [Library Learning Commons](#)

Phone: 1-510-885-4152 Email: stsc@csueastbay.edu