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2026 – 2027

CSU, Chico

Preliminary Administrative Services (PASC) Program Handbook

This Program Handbook for the CSU, Chico Educational Leadership Preliminary Administrative Services Credential (PASC) Program is intended to be a guide for the candidate, the site mentor, and the university supervisor.

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[1] CalAPA is the California Administrative Performance Assessment, a state required assessment for the Preliminary Administrative Services Credential.

Introduction

The **School of Education** offers a post baccalaureate program leading to the California Preliminary Administrative Services Credential (PASC) for education professionals seeking a career as a public school administrator. Upon receiving this credential a candidate may serve as an **assistant superintendent**, **principal**, **assistant principal**, **supervisor**, **coordinator**, or **other equivalent level administrator** in California public schools. The program has been completely updated to meet the California Preliminary Program Standards adopted by the Commission on Teacher Credentialing in 2013 and revised annually.

Educational Leadership-PASC Program candidates join a cohort of peers and colleagues progressing through the program together. Candidates have an opportunity to network with current and future educational leaders. They have developmentally sequenced learning experiences with each of the six California Educational Leadership Domains. The program is presented through four six-unit courses. Instruction and field experiences are organized across ten strands. Site-based field experiences are aligned with each strand. A series of ePortfolio tasks, also aligned with the strands and the California Administrator Performance Expectations, serve as the primary candidate assessments of competence and proficiency.

Program Coordinators:

Dr. Michael Gulbransen, Program Co-Coordinator
mgulbransen@csuchico.edu
530-228-6567

John Shepherd, Program Co-Coordinator
jshepherd2@csuchico.edu
530-774-5429

David McKay, Program Instructor
dmckay@csuchico.edu
530-521-9228

Admission to the Educational Leadership-PASC Program

To participate in the Educational Leadership-PASC Program and obtain the California Preliminary Administrative Services Credential one must:

1. Hold a valid California teaching credential, or a services credential with a specialization in pupil personnel, health, or librarian services. Holders of out-of-state credentials, please inquire at the School of Education.
2. Have five years of successful full-time classroom teaching experience in the public schools, or in private schools of equivalent status, or five years of experience in pupil personnel services, health services, or librarian services.
3. This experience must be obtained prior to issuance of the credential.

To apply for admission, access the PASC Program Application at:
https://www.csuchico.edu/soe/additional/pasc/index.shtml

CSU, CHICO SOE MISSION AND VISION STATEMENTS, AND CONCEPTUAL FRAMEWORK

VISION STATEMENT

The School of Education is a recognized leader in preparing educators to meet the needs of a diverse, democratic, and sustainable society through inquiry, collaboration, and service toward a socially and ecologically just world.

MISSION STATEMENT

We believe in the power of education to create a strong democratic and sustainable society that honors diversity and inclusivity. The mission of the SOE, in collaboration with our community partners, is to support the development of effective, reflective, and engaged educators who value the identities of all students, their families, and the communities they serve. We are committed to scholar practitioner inquiry and responsible praxis–- based pedagogies that serve as tools toward cultivating socially and ecologically just practices in classrooms, local communities, and beyond.

CONCEPTUAL FRAMEWORK- SOCIAL AND ECOLOGICAL JUSTICE

Inclusivity-

Honoring inclusivity requires acknowledging that diversity is dynamic and ubiquitous and encompasses the abundance of differences among all living things. The acknowledgment and affirmation of diversity serves as the foundation for appreciating and building an inclusive community. Employing a social and ecological justice lens extends diversity beyond traditional consideration to include biodiversity. Diversity stems from the relationships and interactions among all these facets and when embraced, is at the core of an inclusive and resilient community. Inclusivity requires teachers to actively and intentionally engage with these understandings of diversity toward developing socially just, and sustainable communities.

Democracy-

In a strong democracy, people participate individually and collaboratively, and act responsibly in the best interest of their communities and the public good. The fundamental principles of a strong democracy include: a) the right to participate, b) the responsibility to participate, and c) the will to make decisions that are fundamentally for the good of the whole. This "whole" includes all living and nonliving aspects of Earth's systems. Mutual engagement in inclusive communities requires that teachers and students utilize restorative justice practices to negotiate and resolve conflict, in order to make anti oppressive decisions that sustain democratic practices while advocating for social and ecological justice. Teachers play a central role in supporting students to engage with democratic practices. These practices promote inquiry, individual and collective agency, critical dialogue and debate, civic engagement. These are rooted in ecological and anti oppressive literacy- in service for and with oppressed communities.

Sustainability -

Sustainable communities work toward intentionally cultivating socially and ecologically just systems. Sustainable communities recognize that humans are part of and mutually dependent upon ecological systems and that underserved communities are increasingly and directly impacted in harmful ways by oppressive policies and practices. Mutually engaging with living economies, cultures, and democracies supports the development of healthy, socially just communities within a diverse global context. Teachers play a crucial role in supporting students to act responsibly toward sustaining and respecting life and the environment in all its forms.

Service -

Service in education is a core value to a democratic society vested in principles such as empathy, individual responsibility, and collective action. Service is indicative of understanding how each person is part of a socio-political network, interconnected to a global community. Service goes beyond one-time community volunteerism to a more inclusive vision in which teachers work for and with diverse communities to communicate issues and ideas, solve problems, promote civic engagement, and enhance the wellbeing of all members of the community. Service draws from a vision of a socially and ecologically just society. Understanding the global interrelationships of environmental, geopolitical, economic, and social networks supports continual growth toward a more just and sustainable democracy. Teachers and students design and enact curricula that support underserved communities toward social and ecological justice.

Inquiry -

The inquiry process is a fundamental framework for teaching and learning. Critical inquiry provides a structure wherein teachers and students co-construct knowledge through exploration, analysis, synthesis, and creative thinking. Critical inquiry and knowledge construction honors and draws on indigenous knowledge and cultural and ethical practices that support the preservation of the public commons and the public good. Cultivating knowledge through questioning encourages transformative practices that draw on reasoning and analysis toward a strong democracy. Inquiry that fosters healthy social and ecological relationships includes cultural, political, economic, environmental, and geographic factors. Centering social and ecological justice at the core of the inquiry process contributes toward co-creating the knowledge, dispositions, and practices toward a just world. Teachers and students develop critical inquiry questions and engage in research projects while taking action toward cultivating meaningful solutions in response to problems they identify within their local communities.

PEDAGOGICAL APPROACH

Praxis-based Pedagogy -

Praxis–based pedagogy draws on the tenets of critical pedagogy and cultural organizing in order to engage educational practitioners in action and reflection (Cammarota, 2010; Freire, 1970). By linking theory with practice, teachers work alongside students employing liberatory practices in their classrooms, local communities, and beyond. Praxis-based pedagogy requires grappling with knowledge, power, and language with the intention of abolishing systems of oppression and dispossession. Students and teachers critically engage with socio economic, and ecological analyses of oppressive policies and practices while leveraging their collective knowledge from a historical context as historical beings. As change agents, students and teachers draw on their lived experiences, critical consciousness, and collective agency with a commitment toward social and ecological justice by naming and confronting the oppressive systems and practices that exist today. Creating and sustaining classroom communities that embrace practices rooted in cultivating hope, healing, and care are crucial components of building thriving communities driven by action and reflection. It is within this context that legacies are shared, realized, and new stories have the potential to transpire. Classroom communities engaging with praxis based pedagogy imagine their communities as they ought to be, while teaching and learning for social and ecological justice.

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ADULT LEARNING THEORY

Educational leadership instruction involves working with adult learners. Understanding adult learning principles that are applicable to adult learning situations can strengthen the foundation for teaching administrative candidates. This builds from possessing a foundational theoretical understanding of teaching and learning as well as how to guide learners in examining their own purposes and intent for learning. Knowles' (1998) theory of andragogy presents a conceptual framework for adult learning containing six core principles that are influenced by both individual and situational differences and the goals and purposes for learning.
The six core principles are:

1.The learner needs to know: Why, what, and how
Adult learners need to become aware of the "need to know". The value of the learning in improving effectiveness of performance or quality of life is of great importance, and the use of assessment tools to help build awareness of the "need to know" can provide insight for the learner into where they are with their learning and where they need to be.

2 Self-concept of the learner:
Autonomous and self-directed Adult learners want to be seen by others and treated by others as being capable of self-direction. Learning experiences can help facilitate the move from being a dependent to a self-directed learner.

3 Prior experience of the learner: Resources and mental models
Adults bring many experiences they have accumulated over years of living with them. These experiences affect their learning in both positive and negative ways, and they affect a learner's self-identity.

4 Readiness to learn: Life-related and developmentally appropriate
Learning experiences can be timed to coincide with developmental readiness. Techniques, such as providing models of effective performance or simulating an experience, can induce readiness.

5 Orientation to learning: Problem-centered, contextual
Adults are motivated to learn when they perceive the learning, new knowledge, understandings, and skills, will help them with life-related tasks.

6 Motivation to learn: Intrinsic value, personal payoff
Most adults want to keep learning, growing, and developing. Therefore, they are generally intrinsically motivated.

The desired outcome in educational leadership instruction is to increase capacity and decrease dependency within administrative credential candidates. To do this, program instructors must frame their work with the adult learner in mind. A person is a process, and research indicates that mental capacity can qualitatively change through adulthood (McGowan, Stone, & Kegan, 2007). There must be a focus on making purposeful connections between theory and practice, which establishes relevancy and ensures real-world application of the learning.

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The California Administrator Performance Expectations

> Administrative Services Credential programs are framed around California's Professional Standards for Education Leaders (CPSEL). In support of preparing new candidates for school site leadership, the Commission on Teacher Credentialing has identified what administrators should know and be able to do as they begin their initial administrator position. Candidates for a Preliminary Administrative Services Credential are to acquire knowledge defined in the California Administrator Content Expectations (CACE) and demonstrate skills and abilities identified in the California Administrator Performance Expectations (CAPE).
>
> *(Adapted from Commission on Teacher Credentialing, 2013, p. 13)*

The CAPE is in actuality a set of standards on which candidates for the California Preliminary Administrative Services Credential are assessed. The most recent version of the CAPE was adopted by CTC in 2016. **Access the 2016 CAPE here: https://goo.gl/3NMauc**. Reading through the CAPE can give one a good sense of the job responsibilities of a school administrator.

CAPE's

1. Development & Implementation of a Shared Vision
    a. Developing a Student-Centered Vision of Teaching and Learning
    b. Developing a Shared Vision and Community Commitment
    c. Implementing the Vision
2. Instructional Leadership
    a. Personal and Professional Learning
    b. Promoting Effective Curriculum, Instruction, and Assessment
    c. Supporting Teachers to Improve Practice
    d. Feedback on Instruction
3. Management and Learning Environment
    a. Operations and Resource Management
    b. Managing Organizational Systems and Human Resources
    c. Managing the School Budget
4. Family and Community Engagement
    a. Parent and Family Engagement
    b. Community Involvement
5. Ethics and Integrity
    a. Reflective Practice
    b. Ethical Decision-Making
    c. Ethical Action
6. External Context and Policy
    a. Understanding and Communicating Policy
    b. Representing and Promoting the School

CANDIDATE PROFICIENCIES

Three overarching purposes guide the programs of the CSU, Chico School of Education. Our programs prepare candidates to be effective, reflective, and engaged:

● Effective Practice: to provide meaningful educational experiences to promote achievement of learning objectives for all learners, based on knowledge of content, of learners, and of pedagogy and informed by appropriate assessment and analysis

. ● Reflective Practice: to continuously reflect on and improve their own professional practice, based on information gleaned from data analysis, experts, peers, and research.

● Engaged Practice: to collaborate with others; to serve as instructional leaders and team members in their schools,

districts, and professional organizations; and to be advocates for students, families, schools, communities, and the education professions.

Our mission and purposes are guided by the state and national standards specific to our programs and grounded in the professional literature on the preparation of teachers and other school personnel. The School of Education has formally endorsed a commitment to the following seven candidate competencies that undergird the unit's Conceptual Framework and serve as goals for all programs:

Effective Practice

● Subject Matter Knowledge: Candidates demonstrate solid knowledge of and currency in their subject matter/academic discipline and a commitment to continue to expand their depth and range of understandings.
● Pedagogical/Professional Practice: Candidates demonstrate a sizable repertoire of pedagogical/professional practice and select strategies, techniques, and technological resources appropriately in relation to the learners.
● Diversity: Candidates are knowledgeable about and responsive to the needs of all learners, including linguistically and culturally diverse learners and special populations.
● Assessment: Candidates have expertise in the assessment and evaluation of pupil needs and achievements and use data in decision-making.

Reflective Practice:

● Reflection: Candidates have learned to reflect appropriately on their professional practice and exhibit evidence of having established a habit of self-examination that results in continual improvement of that practice.

Engaged Practice:

● Collaboration: Candidates actively engage in collaborative partnerships with colleagues, parents, community agencies and professional organizations.
● Civic Engagement: Candidates promote civic engagement and community partnerships and take an active leadership role in advocating for all learners.

PROFESSIONAL DISPOSITIONS

Effective candidates should enter our programs with certain dispositions and continue to develop and demonstrate those dispositions through the experiences provided in our professional programs. The School of Education has identified the following six dispositions as critical to effective, reflective, and engaged educators:

● The candidate seeks opportunities to work and interact with those of different backgrounds, confronts use of negative stereotypes and language in interactions with others and promotes equitable practices. The candidate acts on the belief that all children can learn, sets challenging expectations, and serves as an advocate for social and ecological justice as described in the SOE conceptual framework.
● The candidate facilitates positive conversations with peers, professionals, families and/or community members, and adapts written and oral communication to situations. The candidate demonstrates integrity and diplomacy in communication and uses non-verbal communication effectively.
● The candidate is committed to self-reflection and seeks out suggestions for growth. The candidate proactively identifies potential problems and a range of solutions that are applied appropriately and articulates multiple perspectives independently.
● The candidate has an impeccable reputation for always being truthful and honest in dealing with others and is described as a model of integrity. The candidate maintains confidentiality and/or student anonymity, demonstrates and advocates for equitable treatment of others and initiates preventative methods to protect others from conditions that interfere with learning or are harmful to their health and safety.
● The candidate maintains and continually revisits professional growth and is highly engaged in professional development. The candidate provides leadership and/or is an advocate for individual students or the teaching profession . ● The candidate plans in advance for requirements and deadlines and takes responsibility for meeting program, degree, and certification requirements. The candidate recognizes the importance and purpose of policies and respects their intent.

Learning activities and assessments in both coursework and fieldwork provide opportunities for candidates to engage in behaviors that demonstrate these dispositions. Candidates are assessed on these dispositions at entry, mid-program and exit points. Candidates who fail to demonstrate adequate disposition development progress or exhibit behaviors counter to these dispositions are provided with advising and remediation opportunities.

PASC Program Courses and Descriptions

The PASC Program is structured through four six-unit courses. Courses have been designed to form a developmental sequence of learning. They are offered only in the order indicated below. In each course candidates engage with each of the six California Educational Leadership Domains that lead to the California Administrator Performance Expectations (CAPE). The PASC Program Coordinator is responsible for the courses. However, K-12 administrators and university faculty work together to teach class sessions.

EDAD 631 Educational Leadership: The Literature (Offered in Summer.)
This course focuses on the theory and foundations of transformational educational leadership and administration. Role expectations of the school administrator as a change agent are explored including promotion of democratic education, development of professional relationships, instructional leadership, and assessment of student learning for continuous improvement.

EDAD 632 Educational Leadership: Current Conditions (Offered in Fall.)
In this second course in Preliminary Administrative Services Credential Program candidates learn and apply analytical processes across the six California Educational Leadership domains to identify current school conditions and needed changes. On-site administrative field experiences are incorporated.

EDAD 633 Educational Leadership: What Schools Can Be (Offered in Spring.)
Continuous improvement requires school leaders to be agents of change. Candidates in the Preliminary Administrative Services Credential Program learn to design, analyze, prioritize, and support school change for the improvement of student learning across the six California Educational Leadership domains. On-site administrative field experiences are incorporated.

EDAD 634 Educational Leadership: The First 100 Days (Offered in Summer.)
Effective school leaders integrate knowledge, interpersonal, and technical skills. This course focuses on planning the processes and steps for the first 100 days of educational leadership to maximize long-term positive impact, especially on improved student learning.

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PASC Program Matrix

Instruction and learning in the PASC Program are organized across ten strands created to address all aspects of the CACE and CAPE. Site-based field experiences are aligned with each strand. Candidates acquire knowledge and practice administrative skills through nine ePortfolio tasks that bridge across the four courses. The tasks of the California Administrator Performance Assessment (CalAPA) have been integrated into the PASC ePortfolio Tasks.

To see the developmental sequence of leadership content and skills PASC candidates study and experience **access the PASC Program Matrix here: https://goo.gl/tkHbzG**.

PASC Main Assignments

Three main types of assignments help candidates develop knowledge and skills in educational leadership. Candidate progress is reviewed during and at the end of each course, through progress on ePortfolio Tasks, as well as through supervised field experiences. Professional growth plans are developed and periodically revised.

1. **ePortfolio:** Nine ePortfolio and CalAPA tasks are associated with each of the Chico PASC Program strands. These tasks cross courses to provide experiential practice. Tasks are primarily field based. Task components related to the CalAPA allow candidates to respond to the state required assessment. **Descriptions of PASC ePortfolio and CalAPA Tasks are at this link: https://goo.gl/uGs28E.**

2. **First 100 Days Handbook:** Throughout the program candidates develop guides for the First 100 Days Handbook. An outline for this handbook for the beginning administrator can be found by following the matrix cells of EDAD 634. Handbook components are included as steps in ePortfolio Tasks.

3. **Professional Growth Plan:** Candidates with the assistance of a site mentor and university supervisor draft a PASC Leadership Growth Plan, reflect on their progress and revise the growth plan throughout the program. **A template for the PASC Leadership Growth Plan can be found here: https://goo.gl/c5aUPD**

4. **California Administrative Performance Assessment (CalAPA):** In order to earn a Preliminary Administrative Services Credential, all candidates must pass the California Administrative Performance Assessment (CalAPA). This assessment consists of three performance tasks that demonstrate candidate readiness to perform the tasks required of an administrative position in a California public school.

   CalAPA Cycles:
   Cycle One: Analyzing Data to Inform School Improvement and Promote Equity
   Cycle Two: Facilitating Communities of Practice
   Cycle Three: Supporting Teacher Growth

   Each cycle consists of the following equity-centered steps: (1)Investigate, (2)Plan, (3)Act, and (3)Reflect that include a fieldwork component intended to simulate and practice meaningful administrative duties.

   Cycle one includes the analysis of both qualitative and quantitative data at a chosen school site through which an equity gap is identified and articulated.

   Cycle two consists of facilitating a community of practice through which a plan is developed to ameliorate a problem of practice (potentially the equity gap identified in cycle one) at a chosen school site.

   Cycle three involves an opportunity to coach a volunteer teacher through a cycle of pre-observation meeting, observation of a lesson, and a post-observation meeting.

CalAPA Completion:

The successful completion of the CalAPA will be supported through the integration of necessary skills in both coursework and field experience. Faculty who provide instruction for courses related to the CalAPA (EDAD 632, EDAD 633) will attend all CalAPA training offered through the CTC and will become proficient in the content and implementation of all cycles. Faculty will provide instruction and support related to assessment guides for all cycles, including providing knowledge on both content and logistics related to the performance assessment process and guidance for completing and submitting all required forms. The the first cycle will be submitted in EDAD 631 (July/August), the second cycle during EDAD 632 (fall), with the third cycle submitted in EDAD 633 (spring). All three cycles must be passed in order to complete the PASC program. Additional support will be provided to candidates by participating in cadres (small collaborative groups) focused on identifying and implementing best practices for performance task completion, as well as support from CalAPA coaches tasked with providing information, strategies, timelines, and benchmarks designed to ensure successful completion. Candidates who do not pass any of the three cycles will work directly with an assigned CalAPA coach to assist with revision and resubmission strategies. More information can be found here: Administrative Services and APA

CalAPA Coaches: Roles and Remediation

CalAPA coaches are responsible for supporting all candidates with the successful completion of each of the three cycles. Coaches will support all candidates with meeting the content and logistical requirements for submitting cycles and will be assigned candidates in need of **remediation**. Candidates who either do not pass a cycle or receive a "No Score" for incomplete or incorrect submissions will be required to submit a request to resubmit the cycle and will be assigned a coach for remediation. Candidates who do not pass any of the three cycles will work with an assigned coach for remediation, including participation in collaborative remediation workshops and 1-1 coaching sessions to review and ameliorate issues surrounding submission content and logistics. Coaches will also be designated as potential assessors for all cycles in order to have a greater understanding of the assessment process and provided training by faculty for providing instruction using assessment guides.

Video Directions

Candidates will be required to submit video clips in cycles 1 & 3. For specific directions on recording and submitting videos, please refer to: CalAPA Preparation Materials

Data Management

All candidate and program assessment data will be maintained by the School of Education assessment coordinator and PASC program coordinator. All data inquiries can be directed to: mgulbransen@csuchico.edu

All candidates must pass the three CalAPA cycles in order to be recommended for the credential. Passing verification will be completed by assessment and program coordinator. Candidates will not earn a passing grade for EDAD 634 if they have not completed all three cycles of the CalAPA.

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The CSU, Chico School of Education aspires to be a recognized leader in preparing professional educators to meet the needs of a diverse society through innovation, collaboration and service.

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Chico PASC Site-Based Field Experience

This document, modeled on a course syllabus, is intended to communicate information about Site-Based Field Experiences for PASC candidates.

Educational Leadership: Site-Based Field Experiences
Fall & Spring

Description

The Preliminary Administrative Services Credential Program aligns site-based field experiences with learning experiences in EDAD 632 Educational Leadership: Current Conditions (offered in the fall semester) and EDAD 633 Educational Leadership: What Schools Can Be (offered in the spring semester). Candidates are guided and assisted by a Site Mentor and a University Supervisor.

Purpose of Site-Based Field Experiences

The purpose of field experiences in EDAD 632 is to practice investigating a local school to determine the "what is" of current conditions and operations. With these investigations candidates will begin to identify potential needed changes for school improvement (see chart below).

The purpose of field experiences in EDAD 633 is for candidates to use the knowledge base they developed in the previous PASC courses and previous investigations to develop plans and proposals for improvements to an actual school and in relation to the six California Educational Leadership Domains.

PASC Program Leadership Growth Plan Reflection Inventory

The PASC Program seeks to develop education leaders who can effectively reflect on their own professional and personal accomplishments and growth needs. Each candidate is required to complete growth inventories at least twice during the PASC Program. The first reflection inventory is due in January of EDAD 632. The second inventory is due in April of EDAD 633. This document is designed to assist each candidate in his/her reflection upon his/her progress.

Other documents that may be useful are the *Leadership Connection Rubric: Supporting Equity in the Schools We Need* (Tredway, et al., 2015), *Enacting Greatness: Leadership by Design* (Resourcing Excellence in Education, 2016), and *Moving Leadership Standards Into Everyday Work, 2nd ed.* (Kearney, WestEd, 2015).

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Field Experience Goals Associated with EDAD 632 (Fall)

PASC Domain	CSU, Chico Strand	Strand Goal
1: Visionary Leadership	The Shared Vision	The candidate will understand processes for determining expectations of school communities and draft an initial school vision statement based on core values.
2: Instructional Leadership	The State Curriculum	The candidate will learn about site curriculum audits and analyses by conducting a curriculum audit for one subject area.
	Improving Student Outcomes Through Assessment	The candidate will learn about the California assessment and accountability system and conduct a School Assessment Inventory.
	The Democratic Professional Learning Environment	The candidate will identify recent professional development and learning practices at a school site and determine how these practices contributed to instructional improvement.
3: Management & Learning Environment	The Hidden / Experienced Curriculum (School Climate)	The candidate will design and implement a plan for assessing school climate and the experienced curriculum among students, teachers, staff, and parents at a site of their choice.
	Equity & Adequacy Right Now	The candidate will analyze current funding and resources at a school site under LCFF for equity, and review the effectiveness of the school site LCAP.
	Crisis Management Planning	The candidate will learn about district and school policies and plans for crisis management.
4: Family & Community Engagement	It Takes a Village	The candidate will design a plan for determining community perceptions and desired educational outcomes for a school site of their choice.
5: Ethics & Integrity	The Leadership Growth Plan	The candidate will reflect on progress on their individual growth plan and refine goals as needed.
6: External Context & Policy	The Law and Education	The candidate will learn about progressive discipline and due process for addressing issues of student management. The candidate will learn about special education law in the context of determining adequacy of services at a school site.
Administrative Field Experience	Administrative Field Experience	The candidate will successfully complete all field experience assignments associated with EDAD 632.

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Field Experience Goals Associated with EDAD 633 (Spring)

PASC Domain	CSU, Chico Strand	Strand Goal
1: Visionary Leadership	The Shared Vision	The candidate will develop and practice processes for implementing a shared school vision.
2: Instructional Leadership	The State Curriculum	The candidate will design a plan for implementing a specific curriculum improvement, including steps for evaluating the improvement. The candidate will review his or her understanding of curriculum development practices to increase ability to assist teachers.
	Improving Student Outcomes Through Assessment	The candidate will learn about continuous improvement systems that determine student needs and teacher growth needs.
	The Democratic Professional Learning Environment	The candidate will write a plan that shows their understanding of effective teacher supervision.
3: Management & Learning Environment	The Hidden / Experienced Curriculum (School Climate)	The candidate will learn about effective interventions for improving the student school experience.
	Equity & Adequacy Right Now	The candidate will develop a preliminary plan for distributing resources to enhance school improvement recognizing the need that these resources must be applied equitably and to support inclusion.
	Crisis Management Planning	The candidate will develop a preliminary school crisis communications kit detailing internal and external protocols.
4: Family & Community Engagement	It Takes a Village	The candidate will learn about and discuss increasing effective community involvement in the school.
5: Ethics & Integrity	The Leadership Growth Plan	The candidate will reflect on progress on their individual growth plan and refine goals as needed.
6: External Context & Policy	The Law and Education	The candidate will assess effectiveness of planned responses to current authentic regional school legal cases. The candidate will choose a special education issue and propose a solution to it.
Administrative Field Experience	Administrative Field Experience	The candidate will successfully complete all field experience assignments associated with EDAD 633.

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Field Experience Information - Three Categories of Experiences

PASC candidates complete three categories of site-based field experiences. They consist of **(1) ePortfolio Tasks**, assigned and completed periodically within the program, aligned to the California Education Leadership Domains and the California Administrator Performance Expectations, (2) a field experience **Transformational Change Project** (TCP) assigned by the site mentor, and the (3) a **Learning for Leadership in Diverse Settings Project**. This handbook contains complete descriptions of each of these tasks and projects, and all elements of the site-based field experience component will be discussed in detail during class sessions. A final document, **The PASC Leadership Growth Plan** will be submitted at the end of 633 to encapsulate all the learning

Field Experience Assignments

Candidates conduct supervised site-based administrative fieldwork under the guidance of a Site Mentor selected by the candidate. **By the end of EDAD 631 each candidate must provide the candidate's Field Experience Supervisor with the name and title of the candiate's selected mentor.**

ePortfolio Tasks

The table that follows lists site-based field experiences associated with courses and described in ePortfolio Task descriptions. See the ePortfolio/CalAPA Tasks for additional specific information.

EDAD 632 Aligned Field Experiences at Candidate School	Hours
-Investigate, analyze, and report on a current school vision statement. -Conduct a site curriculum audit for one subject. Find the district curriculum implementation processes. -Conduct a school assessment inventory for one subject area or grade level. -Select a school and determine current professional learning initiatives. -Describe the processes for teacher supervision and teacher evaluation at a selected school. -Participate in a teacher goal-setting conference. -Find and use a process to assess current school climate among students, teachers, staff, and parents. -Select a school and look at its current resources, fiscal and otherwise. -Select a school and district and review existing policies and procedures regarding weapons, protests/riots, natural and manmade disasters. -Select a school and community; apply processes for assessing community expectations. -Analyze existing policies including attendance, discipline, suspension, and expulsion policies. -Review existing policies for special education at a school site.	Approximately 40 total hours. Each listed assignment takes 3 – 4 hours.
EDAD 633 Aligned Field Experiences at Candidate School	
-Practice processes for developing a shared vision; consult with stakeholders; describe steps to reinforce or revise a school vision. -Design a plan for implementing curriculum change / improvement, including steps for evaluating the new curriculum. -Identify needed collaborative relationships at a school for implementing a continuous improvement system. -Write your own plan for being an effective supervisor of teachers. -Identify aspects of a school climate program that are working and those that are not; suggest appropriate changes to improve climate. -Develop a preliminary plan for deploying resources. -Develop a preliminary crisis and communications kit detailing internal and external protocols for crisis situations. -Identify practical steps, processes, and activities to disseminate school information, gather input, and involve families and community members. -Develop effective responses to regional school legal issues.	Approximately 40 total hours. Each listed assignment takes 3 – 4 hours.

-Choose a special education issue or problem. Propose a change that will improve the specific issue or problem.	

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Field Experience Transformational Change Project (TCP)
Developed In Conjunction with Site Mentor

Each candidate, in cooperation with the site mentor, will identify an authentic, current problem that impacts student learning. Examples include, but are not limited to, teacher evaluation, data informed instruction, constructivism and fidelity to externally developed instruction, student behavior to support learning, or other as approved by the site mentor and university supervisor. The candidate may accomplish this project while serving in roles such as, grade-level or department leader, leading a committee or working with a parent advisory group, serving on a planning team, or planning and implementing a large event at the site, district, or organization level.

Candidates should follow the Inquiry Protocol, to be discussed in class, to thoroughly understand and frame the project. Diagnosing the root cause of the problem will be the primary focus, relying on perspectives of others in the school community, cohort peers as critical colleagues, and the literature discussed in class. Once the problem has been thoroughly defined, describe it and the evidence for it.

After identifying the dilemma, each candidate will shift from a problem-framing mode to a problem-solving mode. Each candidate will develop an action plan for solving the problem including a timeline for successful progress and describe the measures to determine implementation efficacy.

During one of the early Fall semester sessions the candidate will select a topic for the TCP. During this session all candidates and all mentors will meet via Zoom as a group to network, discuss the ePortfolio goals, discuss all the identified TCP dilemmas and the Diversity Project (see below), and develop possible next steps.

In January, during EDAD 633, the PASC Supervisor will meet on-site with each Mentor and Mentee to discuss progress towards each ePortfolio goal, the TCP, the PASC Leadership Growth Plan, and the Diversity Project.

In April all candidates and mentors will meet again as a group to network, sign off on the completed TCP, the PASC Leadership Growth Plan, and Diversity Project, and determine each candidate's recommended status for PASC Program completion.

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Learning for Leadership in Diverse Settings (Diversity Project)

One goal of our program is to develop leaders who appreciate and foster understanding of diversity in our democracy. You are required to visit two settings where the population of students, teachers or community is different from your own. This might be accomplished during school calendar breaks in your district. Ethnic diversity, socio-economic status (SES) diversity, and exceptionality all qualify. You are then to reflect on your visit using the following assignment description:

Arrange to visit one school each semester. You may need to be released from regular duties at your current employment in order to visit the diverse site(s). For evidence of your diversity site visits, complete the pre- and post-visit reflections, share these with your Site Mentor and University Supervisor, and include them in your portfolio.

Diversity Pre-Visit Reflection format:

1. What are the dimensions of diversity* that should be observed/ studied?
2. What is your personal/professional theory of teaching/learning for diverse student populations?
3. Do any theories hold you in a "straightjacket" of preconception?
4. Discuss the leadership that you believe is needed in diverse settings to improve academic achievement for ALL students.

Diversity Post- Visit Reflection format:

1. How does the field trip affect your views on diversity in education?
2. How has your personal/professional theory changed as a result of your visit?
3. How is your espoused theory the same or different from your "theory in action" of teaching/learning with diverse student populations?

Dimensions of Diversity:

1. Relationship between teacher-student/ student-student
2. Curriculum
3. Instructional Strategies or Methodologies used or needed to improve academic achievement.
4. Cultural Issues of Importance (EL, foster child, gangs, learning -centered family)
5. Democratic (constructivist) Factors
6. Behavioral system (proportionality data)
7. Ask site leader(s) how they maximize achievement for all students including students from all linguistic backgrounds, gender, gender identity and sexual orientation, advanced learners and students with a combination of special instructional needs? Report strategies employed.

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PASC Program Agreement for Field Experience

EDAD 632 & EDAD 633

The Preliminary Administrative Services Program depends on collaboration among the candidate, the program coordinator, the site mentor, university faculty and staff, and regional school administrators to provide a coordinated, challenging, and supportive program that develops and refines the knowledge, skills and attitudes required for educational leadership and administration.

Candidates identify field-based mentors, typically school site administrators, with whom to partner for support, guidance and reflection throughout the program. The mentor confers with the candidate on a regular basis regarding the expectations and assessment of the candidate's work in the program. This relationship is a key element in assuring that the candidate begins to see school and educational issues from the perspective of the Effective, Reflective and Engaged educational leader.

Site Mentor Expectations:

1. Demonstrated effectiveness as an educational leader
2. Holds an Administrative Services Credential
3. Understands current issues within the profession at national, state, and local levels
4. Demonstrated knowledge of the Preliminary Administrative Services Credential Program
5. Demonstrated skills in observation and coaching techniques
6. Demonstrated expertise in fostering adult learning

Site Mentor Commitment:

1. Commitment to provide guidance and feedback to the candidates
2. Commitment to delegate administrative responsibilities to candidates
3. **Commits to attending all a minimum of three Triad (Candidate, Mentor, Supervisor) meetings**
    a. **Fall TCP Proposal Workshop (Mentor workshop): October 10, 2026**
    b. **Spring TCP Presentation Workshop (Mentor workshop): May 8, 2026**
    c. **One on-site triad meeting in September, January and May (TBA - 1 hour each)**
4. Commitment to provide written evaluations of candidates
5. Commitment to work with the School of Education faculty via orientation sessions, three-way conferences, and on-going communication.

Site Mentors are recognized and rewarded by:

1. Being special guests at topical meetings,
2. Providing professional insights and recommendations regarding the PASC Program improvements,
3. Being special guests at University conferences and convocations,
4. Being asked to provide guest lectures/presentations for CSU students, staff, and members of the Educational Leadership Network.

Site Mentors are supported in efforts to guide and assist candidates by University PASC Supervisors.

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PASC University Supervisor Roles and Responsibilities:

The Preliminary Administrative Services Program assigns a PASC University Supervisor to guide and support the candidate and the site mentor, and to serve as a liaison with the University. The PASC University Supervisor's responsibilities are as follows:

1. Communicates the expectations and roles of site mentors both verbally and in writing.
2. Facilitates partnerships between candidates and site mentors.
3. Commits to attending all a minimum of three Triad (Mentee, Mentor, Supervisor) meetings
    a. **Fall TCP Proposal Workshop (Mentor workshop): October 10, 2026**
    b. **Spring TCP Presentation Workshop (Mentor workshop): May 8, 2026**
    c. **One on-site triad meeting in September, January and May (TBA - 1 hour each)**
4. Participates in candidate evaluation.
5. Promotes university activities designed to encourage site mentors, candidates and faculty to collegially explore leadership issues that positively affect student learning, establishing and maintaining positive school/organizational cultures, and professional collaboration.
6. Participates in program assessments based on site mentor and alum feedback, insights and recommendations and uses data for program improvement.
7. Each PASC Supervisor is committed to the support of each candidate and mentor. To do so, each Supervisor will be available 24 hours a day, 7 days a week, via email, text, or phone to ensure the success of each candidate.

Signatures below indicate agreement to participate in stated roles.

Candidate Name Printed_____ School _____

Candidate Signature_____Date _____

Site Mentor Name Printed_____

Site Mentor Signature_____Date _____

University Supervisor Signature_____Date _____

Dr. Michael Gulbransen, Program Co-Coordinator
mgulbransen@csuchico.edu
530-898-5532

John Shepherd, Program Co-Coordinator
jshepherd2@csuchico.edu
530-774-5429

David McKay, Program Instructor
dmckay@csuchico.edu
(office) 530-898-5532

Educational Leadership PASC Program
School of Education
(office) 530-898-5532

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EDAD 632 (Fall) & EDAD 633 (Spring) Field Experience Timeline (dates subject to change):

Date	Assignment	Evidence of completion	Location
July 30	● Identify Site Mentor	● Name and Title of Mentor to PASC Supervisor	N/A
October 10	● **Fall Mentor Workshop** ● Present TCP idea to PASC Cohort ● Triad sign agreement	● Draft of Proposal ● Signed Agreement	Via Zoom
January (TBD)	● On-site Triad meeting to discuss Leadership Growth Plan ● Discuss TCP progress and Diversity Project ideas	● Mid-Program Review Evaluation Form ● First Draft of Leadership Growth Plan ● Draft of Diversity Project	Various Sites
May 8	● **Spring Mentor Workshop** ● Present TCP to PASC cohort ● Discuss and sign PGP	● Leadership Growth Plan – Final/Signed ● TCP	TBD
May (TBD)	● On-site Triad meeting to discuss Leadership Growth Plan	● Field Exp. Exit Evaluation	Various Sites
On-going	Domain Goals and ePortfolio tasks	Assignment submission via Bb	Blackboard

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Preliminary Administrative Services Credential

MID-PROGRAM REVIEW EVALUATION FORM

Directions: Candidates may complete this form prior to meeting or supervisor briefly summarizes candidate responses during the meeting.

Credential Candidate: _____ Date: _____

The following questions will be asked during the interview.

1. What have you accomplished on your Professional Growth Plan?
2. What areas do you feel are your strengths?
3. What areas will be the focus of future growth?
4. What progress have you made on your Transformational Change Project? What are your next steps?
5. What is the status of your Cal APA submissions? What is your plan for completion?

****Signatures of all participants required****

Candidate: _____

Site Mentor: _____

PASC Supervisor: _____

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School of Education • CSU, Chico

Preliminary Administrative Services Credential

FIELD EXPERIENCE EXIT EVALUATION FORM

1. Describe what you have accomplished related to the goals you set at the beginning of the program.

2. Describe any major school project you have been involved in and your role in that project.

3. What obstacles / challenges have you encountered in reaching those goals / projects?

4. What skills and strategies did you use to overcome those obstacles / challenges?

Recommendation: Based on the progress in field-embedded course work and portfolio, advancement is:

☐ recommended ☐ conditionally recommended ☐ not recommended

Candidate: _____

Site Mentor: _____

University Supervisor: _____

Date: _____

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Preliminary Administrative Services Credential

UNIVERSITY SUPERVISOR CHECK SHEET

Semester: _____ **Year:** _____

Supervisor Name: _____

Candidate Name: _____

Site Mentor: _____

School: _____

(Please check and attach documentation of the following for the candidate's file)

Meetings / Observations:

3 Completed Meeting Summary Forms:

- ☐ **Program Agreement for Field Experience**
- ☐ **Mid-Program Review Evaluation Form**
- ☐ **Field Experience Exit Evaluation Form**
- ☐ **ePortfolio Evaluation**
- ☐ **PASC Leadership Growth Plan**
- ☐ **Any Observation forms completed by Mentor**

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School of Education • CSU, Chico

Preliminary Administrative Services Credential

ePORTFOLIO EVALUATION

Candidate _____ Date _____

_____ _____

Program Representative/ University Supervisor Site Mentor

Not Proficient	Developing	Proficient	Exemplary
○ One or more categories are not represented. Some reflections are missing.	○ All categories exist. Relevant documentation is included for each category. Reflections exist in each category.	○ All categories contain thoughtful documentation. Reflections for each item are well-written, address administrative issues, and show connections to categories.	○ Documentation relates to administrative activities and the category; is clear and specific and is chosen to show the connection to performance indicators of the standard. Reflections for each item are well written, show depth and make meaningful connections to categories and performance indicators.
Comments			

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