Educator Preparation Programs

Preliminary Administrative Services Credential Program

Program Candidate Handbook

EDUCATION PREPARATION FOR EQUITY, INCLUSION & SOCIAL JUSTICE IN EDUCATION
eppscholar.sccoe.org

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County Superintendent of Schools

Contents

Welcome Message
The Santa Clara County Office of Education (SCCOE) Educator Preparation Programs (EPP) faculty and staff are looking forward to working with you as you fulfill your professional and educational goals. We are also very excited to offer programs that reflect inclusive practices for all children and build your capacity to actively perform your duties using the principles and the core values of Equity, Inclusion and Social Justice.

The Special Education (Education Specialist Instruction) Credentials program, also known as the Education Preparation for Inclusive Classrooms (EPIC) program, began in 2015 and offers the Preliminary Early Childhood Special Education, Extensive Support Needs and Mild to Moderate Support Needs credentials.

The School Administration Credentials Program, Leaders in Education Administration Program (LEAP), offers coursework leading to the Administrative Services Credential for both preliminary and clear credentials. Our school administration program at SCCOE has been in existence for over a decade.

Educator Preparation Programs also offers Induction to obtain a Clear Credential for Administrators, Special Education and General Education Teachers.

We are committed to your success and to providing you with a quality educational experience that will build not only your technical skills as a teacher and leader but will also emphasize the relational skills necessary to impact school change and outcomes for our students.

Congratulations on starting your journey with us! We are privileged to work with you and know the knowledge of equity and inclusive practices you gain from our program will make a difference in the lives of your future students and their families.

Sincerely,

Adora Fisher
Executive Director
Educator Preparation Programs

Educator Preparation Programs Department Directory

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Director

Santa Clara County Office of Education Mission and Goals

Our Mission Statement
The Santa Clara County Office of Education is committed to serving, inspiring, and promoting student and public school success.

Our Goals
1.   Improve access to inclusive, equitable, high-quality education
2.   Provide quality support to districts, schools, students, and communities
3.   Be a premier service organization

SCCOE Board Policies
All program participants must adhere to Santa Clara County Office of Education Board Policies:
https://go.boarddocs.com/ca/sccoe/Board.nsf/Public#tab-policies
·   Code of Conduct
·   Emergency Procedures
·   Equal Opportunity Employment
·   Violence and Threats in the Workplace
·   General Harassment Including Sexual Harassment
·   Drug-Free Workplace Awareness Policy
·   Tobacco Free Environment Policy
·   Uniform Complaint Procedure
·   Controversial Issues
·   Use of Copyrighted Material

Vision
The vision of the Santa Clara County Office of Education Educator Preparation Programs is to build courageous teachers and leaders that utilize effective educational practices. These practices are founded on the research-based California Standards for the Teaching Profession (2009) (CSTPs/teachers) and the California Professional Standards for Educational Leaders (2014) (CPSELs/administrators) and will facilitate the development of life-long learners who will possess 21st-century learning skills. The Educator Preparation Programs endeavor to develop equity-based educators (Schmeichel, 2011; Valunzuela, 2017) and administrators who are competent, innovative, and who will have the skills and desire to provide inclusive and equitable educational opportunities for the students of California.

Educator Preparation Programs Accreditation
Special Education (Education Specialist Instruction) Intern Credentials, the Clear Teacher Induction, and the Preliminary and Clear Administration Services Programs are accredited by the California Commission on Teacher Credentialing (CTC). We were reviewed by CTC in the spring of 2016 and received accreditation to 2023.

Educator Preparation Programs Advisory Board
An Advisory Board made up of faculty members, community members, program graduates, and staff meets quarterly to receive updates on our SCCOE Educator Preparation Programs and provide input to staff in implementation. The Advisory Board also reviews course and program surveys to provide guidance and monitoring in meeting CTC requirements. If you are interested in serving on the Advisory Board, please contact the director.

Means for Stakeholder Input
Stakeholders have input through various opportunities:
- **Advisory Board-** Advisory Board Meetings, direct contact with program leadership through one-on-one meetings and email.
- **Faculty-** Faculty meetings, faculty surveys, one-on-one meetings with leadership, and email.
- **Coaches and Fieldwork Supervisors-** Faculty meetings, coaches forums, fieldwork supervisor meetings, surveys, one-on-one meetings, and email.
- **Staff-** Staff meetings, staff one-on-one meetings with leadership, email.
- **Students-** Orientations, advisory meetings, during class sessions, fieldwork supervisor, one-on-one meetings, one-on-one coaches' meetings, surveys, one-on-one meetings with leadership, and email.
- **Completers-** Survey, reaching out to student advisor, email.

Evaluation of Program
Ongoing program evaluation is an integral part of the Educator Preparation Programs. Surveys are administered to students and participating districts to collect data on program quality and effectiveness. The evaluation forms and surveys are reviewed by the program leadership and the Educator Preparation Programs Advisory Board to provide information for continuous improvement to the program. Additionally, the ePortfolio, and fieldwork, will be reviewed, using formal and informal assessments. From the feedback, surveys, and evaluation forms, adjustments and updates to materials will be made accordingly

Non-Discrimination

In accordance with applicable Federal and State law and SCCOE board policy, in regard to admission, retention, graduation, and all other processes, Educator Preparation Programs does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.

Diversity

Valuing diversity is about respecting one another's differences. All members of the academic community of candidates, staff, administrators, and faculty will be respected for the experiences and expertise they bring to our institution. Everyone has the right to an educational environment free of fear for his or her personal safety and no person shall be denied access to, or participation in any program or activity operated by SCCOE.

Preliminary Administrative Services Credential Program

Education Preparation for Equity, Inclusion, and Social Justice

The SCCOE Preliminary Administrative Services Program (PASC), is grounded in three dimensions:

1. Scholarship which consists of collection, analysis, and utilization of data to improve performance.
   Davis, S. H., & Darling-Hammond, L. (2012). Innovative principal preparation programs: What works and how we know. *Planning and changing*, *43*, 25-45.
   Knapp, M. S., Swinnerton, J. A., Copland, M. A., & Monpas-Huber, J. (2006). Data-informed leadership in education. *Center for the Study of Teaching and Policy*.

2. Theory which incorporates the foundational principles of leadership such as organizational culture, communities of professional learning, systems thinking, and adult learning theory.
   Brookfield, S. (1986). *Understanding and facilitating adult learning: A comprehensive analysis of principles and effective practices*. McGraw-Hill Education (UK).
   Shields, C. M. (2010). Transformative leadership: Working for equity in diverse contexts. *Educational administration quarterly*, *46*(4), 558-589.

3. Practice applied, in the field, as learned knowledge and skills.
   Leithwood, K., Mascall, B., & Strauss, T. (Eds.). (2009). *Distributed leadership according to the evidence*. Routledge.
   Santamaría, L. J. (2014). Critical change for the greater good: Multicultural perceptions in educational leadership toward social justice and equity. *Educational Administration Quarterly*, *50*(3), 347-391.

Mission

The mission of the LEAP PASC program is to prepare educational leaders to transform California schools, with particular emphasis on high-priority, underperforming schools and schools that experience high turnover of formal school leaders. The core elements of the LEAP program reflect this mission. The program includes a carefully developed curriculum that integrates course work and field experiences and is designed for participants to demonstrate the ability to:

- Facilitate the development and implementation of a shared vision of learning and growth for all students
- Build and sustain a positive school culture focused on continuous improvement of teaching and learning, implementing a model of communities of practice
- Ensure safe, effective, and equitable learning environments
- Create culturally proficient and responsive schools
- Motivate teacher growth, equity awareness and build leadership capacity
- Demonstrate the connection of school and community to a larger context

The LEAP PASC program is founded on adult learning theory and transformative learning theory to provide applicable task-oriented and program solving opportunities for candidates to earn their preliminary administrative credential. The program design reflects the belief that the best learning is job-embedded. In addition to the required course work that is based on the California Administrator Performance Expectations (CAPEs), the California Commission on Teacher Credentialing (CTC) requires all students to complete the CalAPA to obtain a Preliminary Administrative Services Credential.
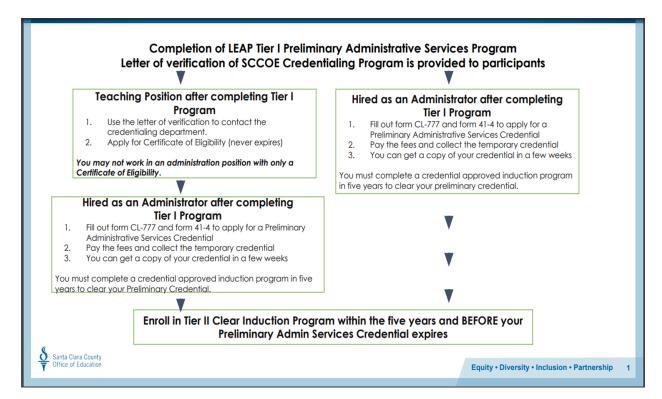
Program Overview

The Leaders in Education Administration Program (LEAP) Preliminary Administrative Services Credential (PASC) experience builds the capacity of instructional leaders to improve teaching and learning so that each and every student meets or exceeds standards.

Program Learning Outcomes
We deliver a cohesive and comprehensive curriculum that integrates coursework and field experiences based on the six standards of the California Professional Standards for Educational Leaders (CPSELs). These standards are aligned to the California Administrator Performance Standards (CAPEs). (https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757 b1_2

Phases of Preliminary Administrative Services Credential Program
The PASC credential leads to a certificate of eligibility or preliminary administrative services credential. PASC candidates will engage in an 11-month program that requires coursework and outside-of-class fieldwork experiences (CalAPA). A Fieldwork Supervisor is provided to each candidate as they advance through the program to work through the three CalAPA cycles.

PHASE 1: Admissions Requirements
Submission of application materials by eligible participants include:
- Application (online)
- Letter of Recommendation from the candidate's administrator/supervisor
- Verification of Eligibility
  - Clear California credential
  - California Basic Skills Requirement
  - A minimum of four years of teaching or services experience or the equivalent (to apply for the Preliminary Administrative Services Credential, 5 years of experience is required).
  - Current employment in a full-time teaching or services position
- Analysis of application materials.

PHASE 2: Progression through the Program/Curriculum
Participates in coursework that is grounded in adult learning theory, social justice, equity, and the California Administrator Performance Expectations (CAPE) and aligns with California Professional Standards for Education Leaders (CPSEL). Students will collaboratively explore literature, theories, and the application of these standards.

> EDA 631 – Visionary Leadership
> EDA 632 – Professional Learning
> EDA 633 – Instructional Leadership
> EDA 634 – Management Learning Environment and Ethics
> EDA 635 – Facilitating Teacher Growth
> EDA 636 – Education Policy, Systems, and Community Leadership

Fieldwork experiences account for the remainder of the program. Fieldwork consists of passing the three CalAPA Cycles.

PHASE 3: Completion
- Participants are expected to enroll in consecutive courses. (Extensions may be granted for specific circumstances).
- Successful completion of the required coursework and signature projects.
- Successful completion of all fieldwork.
- Successful completion of all three cycles of the CalAPA as required by the CTC.

Coursework
The LEAP Educator Preparation Program hires faculty to deliver instruction and monitor candidates' academic progress. Candidates take classes over an 11-month period. Candidates must successfully complete the coursework, and the CalAPA and demonstrate growth towards meeting the California Administrative Performance Assessments (CAPEs) and the California Professional Standards for Educational Leadership (CPSELs) to be recommended for the Preliminary Services Administrative Credential.

PASC Courses and California Administrative Preliminary Expectations Alignment

Course: **Visionary Leadership** EDA 631
Standard 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION
Course Description: Participants will learn how to facilitate the development and implementation of a shared vision of learning and growth of all students. They will learn how to shape a collective vision using multiple measures of data and focusing on equitable access, opportunities, and outcomes for all students. Participants will learn how to engage others in collaborative processes to develop a shared vision of teaching and learning to guide and monitor decisions and outcomes using that shared vision.

Course: **Professional Learning** EDA 632
Standard 3: MANAGEMENT AND LEARNING ENVIRONMENT
Course Description: Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Course: **Instructional Leadership** EDA 633
Standard 2: INSTRUCTIONAL LEADERSHIP

Course Description: Learn a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth. Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Course: **Management, Learning Environment, and Ethics** EDA 634
Standard 5: ETHICS AND INTEGRITY
Course Description: Leaders learn the importance of modeling and behaving in ways that demonstrate professionalism, ethics, integrity, justice, and equity to cultivate a safe and productive learning and working environment. This course covers management and learning environment elements including operations and facilities, school and district climate; and fiscal and human resources. Learn ethical decision-making strategies to help identify personal and institutional biases that derive from educational disadvantage and/or discrimination. Participants will also learn reflective practice to continuously improve with educational research, literature, and best practices.

Course: **Facilitating Teacher Growth** EDA 635
Standard 4: FAMILY AND COMMUNITY ENGAGEMENT
Course Description: Leaders learn to facilitate teacher growth through coaching, evaluating, and providing feedback to improve instructional practice. Leaders will understand and distinguish between coaching and evaluation with learned facilitation, consultation, and mediation/problem-solving skills.

Course: **Education, Policy, Systems & Leadership** EDA 636
Standard 6: EXTERNAL CONTEXT AND POLICY
Course Description: Education Policy, Systems, and Community Leadership provide candidates an overview of the role of educational leaders in influencing political, social, economic, legal, and cultural contexts affecting education. This course will address how leaders develop a greater public understanding of education policy and how leaders use their understanding of social, cultural, economic, and political contexts to shape policies so every student graduates ready for college and career. Additionally, participants will learn how to successfully engage with the governing board, district, local leaders, and the broader community to influence policies that benefit students and support the improvement of teaching and learning.

Course: **CalAPA Completer Course**
Course Description: Candidates that complete all PASC Coursework but do not complete the CalAPA during their Program year, may enroll in the CalAPA Completer Course the following program year for an additional fee. Once enrolled, Candidates will work one-on-one with a Fieldwork Supervisor to complete the cycles not submitted during the original Program year.

Program Competencies
Candidates are assessed for competence throughout the program. Within each course, candidates are required to complete 3-4 assignments (of which one is a signature assignment) that indicate competence in the California Administrative Program Standards and the California Administrative Performance Expectations. These assignments are graded by the course instructor and provide points for the majority of the passing grade for each course. Candidates must pass each course with at least a grade of a B or they are required to repeat the course the following year.

Components of Fieldwork and the CalAPA

The CalAPA is the Fieldwork requirement mandated by the CTC to complete the Preliminary Administrative Services Credential Program. The CalAPA will be completed in conjunction with coursework. Applying a model of investigate, plan, act, reflect, candidates identify a problem of practice and develop a plan to address the identified area of need. To assist the Program Participants in completing the CalAPA, candidates will:

➔ Be assigned a Fieldwork Supervisor based on the enrollment of their first course
➔ Attend monthly meetings with Fieldwork Supervisor as scheduled
➔ Work in Canvas with their Fieldwork Supervisor to get Steps/Cycles reviewed
➔ Adhere to timeline posted on Fieldwork Canvas Course
➔ Complete the CalAPA during the PASC Program Year. If not completed by the end of the last course, candidates will be required to enroll in a CalAPA Completer Course the following year at their own expense to complete the CalAPA.

Review the CalAPA Program Guide:
https://www.ctcexams.nesinc.com/Content/Docs/CalAPA_ProgramGuide_Year5.pdf

Additionally, the fieldwork, and aligned coursework will be reviewed, using formal and informal assessments. From the feedback, surveys, and evaluation forms, adjustments and updates to materials will be made accordingly.

Courses align with the CalAPA and each student is assigned a CalAPA Fieldwork Supervisor based on the cohort in which they are enrolled. Students can switch cohorts from course to course but remain with the same Fieldwork Supervisor throughout the program unless they request a different Fieldwork Supervisor. The CalAPA acts as the fieldwork experience for the students. They meet with their Fieldwork Supervisor as a cohort, in small groups and one-on-one to complete their Cycles. EDA 631, 632, 633, and 635 all align with the CalAPA. EDA 631 and 632 align with Cycle 1. EDA 632 and 633 align with Cycle 2 and EDA 635 aligns with Cycle 3. Each course syllabus identifies which cycles align with course content. The Fieldwork Supervisor and the course instructor work closely together to ensure that the students have the skills and knowledge they need to complete each cycle. Similar to the courses, fieldwork is set up in the Canvas Learning Management System as a course where students have access to all assessment materials and upload their draft and final documents for instructor feedback prior to submitting them to the Pearson website.

CalAPA Support
Each assigned Fieldwork Supervisor holds a CalAPA orientation where candidates are thoroughly introduced to the CalAPA, and guided through the CalAPA website which also includes information on the assessment tasks and the passing score standards. In addition, candidates are oriented to the assessment guide for each cycle. Afterwards, Fieldwork Supervisors hold an orientation prior to the beginning of each new cycle as well as their regular cohort meetings and one-on-one candidate meetings. All of these provide candidates with opportunities to discuss, understand, and complete their CalAPA tasks and activities.

CalAPA Appeals Policy
Candidates who do not pass a cycle during the academic year will receive additional support and guidance from their fieldwork supervisor to resubmit their cycle. It is recommended that candidates follow the recommended due dates provided for cycle submission by their fieldwork supervisors. The California Teaching Commission has a score verification process listed on the assessment website. Candidates who wish to appeal their score must follow the Request for Score Verification. The fieldwork supervisors will assist candidates who wish to request a score verification. Final responses from the

commission are not able to be appealed.

CalAPA Completer Course

Candidates who need additional support to complete the CalAPA may enroll in the CalAPA Completer Course. The Completer Course is designed to adjust to the specific needs of each candidate based on the performance assessment and their particular area of concern. A Fieldwork Supervisor facilitates this course and meets with students individually to address their specific needs. Supporting materials are shared with the students specific to their needs and the Fieldwork Supervisor for that course has fewer candidates so that they can provide more time to each candidate as needed.

Method/locations of program support:

Location	Delivery Method	Pathway
Zoom/Coursework	Online	Traditional
Zoom/On-Site Work for CalAPA	Online/In person work	Traditional

Assessment and Program Completion

Assessment

Candidates are assessed for competence throughout the program. Within each course, candidates are required to complete 3-4 assignments (of which one is a signature assignment) that indicate competence in the California Administrative Program Standards and the California Administrative Performance Expectations. These assignments are graded by the course instructor and provide points for the majority of the passing grade for each course. Candidates must pass each course with at least a grade of a B or they are required to repeat the course the following year.

Clinical Practice Assessment

Participants in the Preliminary Administrative Services Credential program have to submit and pass all three cycles of the CalAPA. They also have to complete the required number of hours of fieldwork as part of the CalAPA. The fieldwork is rolled into the CalAPA requirements, and as they are completing the CalAPA, the fieldwork requirement is met.

Fieldwork supervisors use the CalAPA rubrics as their main means of giving feedback along with the assessment guide evidence table for appropriate responses. They also refer to the assessment guide for suggestions as to submission specifications such as formatting, video length, specific templates, etc. The CalAPA submission checklists are used to guide this process.

Program Completion

All candidates must pass all the coursework and complete the CalAPA cycles before they are recommended for either a certificate of eligibility or a preliminary administrative services credential. They are provided a letter of completion and emailed the instructions on how to apply for their credential. There is also a Completer Course for those students who are not able to complete their CalAPA within the required 11 months or for those who may have failed a cycle or parts of a cycle. The Completer Course is individualized to the needs of the student and facilitated by one of the program's Fieldwork Supervisors. Most students complete the coursework and the fieldwork at the same time and therefore are eligible for their Certificate of Eligibility at the end of the program year. Those students who are not able to accomplish this can register in the Completer Course, upon which they have one

more year to complete the CalAPA with support from a Fieldwork Supervisor.

Once the program completion requirements and the CalAPA are completed, the Educator Preparation Programs Department staff will provide a Verification of Completion Letter to the candidate which allows them to apply for the Certificate of Eligibility (CoE) or Preliminary Administrative Services Credential (if they hold a position in administration).

Once the candidate is offered an administrative leadership position, they should obtain a CTC Verification of Employment Form CL-777 from their employer. They will submit this form to the County Office of Education in which they are employed, complete CTC Form 41-4 to apply for a Preliminary Administrative Services Credential, and pay the required fees. They will receive notification from CTC once the credential is processed. They may always check the website to review the status of their credentials: https://www.ctc.ca.gov/.

The Preliminary Administrative Services Credential is valid for five years. The CTC requires attendance in a two-year Clear Administrative Services Credential Program to clear the Preliminary Administrative Services Credential. It is recommended that candidates begin a Clear Induction Program as soon as they begin their first administrative position to support them with coaching. LEAP also offers the Clear Administrative Services Credential (CASC) Induction program.

Program Service Assessment
Ongoing program evaluation is an integral part of the Educator Preparation Programs. Surveys are administered to students and participating districts to collect data on program quality and effectiveness. The evaluation forms and surveys are reviewed by the program leadership and the Educator Preparation Programs Advisory Board to provide information for continuous improvement to the program. Additionally, the ePortfolio, and fieldwork, will be reviewed, using formal and informal assessments. From the feedback, surveys, and evaluation forms, adjustments and updates to materials will be made accordingly.

LEAP Master's Program Partnerships
As a part of your admittance to the LEAP PASC program, participants have the wonderful opportunity to earn their Master's Degree through unique partnerships between National University or San Jose State and the Santa Clara County Office of Education. This is a completely optional opportunity and is not required for LEAP PASC program participants.

National University offers a Master's of Science in Applied School Leadership in conjunction with LEAP's Preliminary Administrative Services Credential. Candidates complete the first year of the Master's program through the PASC courses and then continue with National University to complete their Master's in the second year. Candidates need to sign up BEFORE their first LEAP Class. Late Admissions to National University are not accepted. Please contact Denise Cardoza (dcardoza@nu.edu) for information regarding National University's Master's Program.

San Jose State University offers a Master's in Emancipatory Leadership for Schools. Interested candidates will participate in this program after successful completion of the PASC Program. Please reach out to Rebeca Burciaga (rebeca.burciaga@sjsu.edu) for more information.

EPP Policies and Procedures

Student Enrollment System
Modern Campus Destiny One: https://eppscholar.sccoe.org/

EPP uses the *Modern Campus Destiny One Enrollment System* online program to maintain your information. Tuition and fees are to be paid through EPPscholar. Grades from Canvas are transferred to EPPscholar.
Please

- Make sure you remember your login and password.
- Keep your personal contact information current under Profile Settings. This includes employment, medical and emergency information.
- Use your legal name.
- Include your social security number and birthdate.
- Include your personal, not work, email as your primary email address.
- All documents are labeled and uploaded as a PDF via https://eppscholar.sccoe.org/.
- Emailed documents will not be accepted.

Learning Management System
CANVAS and Course Policies

- Class materials, resources, and assignments for each course, including fieldwork, are housed in CANVAS. This includes fieldwork assignments, course syllabi and assignments, calendars of due dates, a message inbox, and gradebook. Students will submit assigned coursework and fieldwork and correspond with instructors and other course participants within Canvas.
- Each participant will be guided to create a SCCOE Canvas account with a secure password to access the materials and assignments during orientation.
- It is the responsibility of the student to check course requirements, notifications, and assignments in CANVAS.
- Grades from the CANVAS system are transferred to DESTINY

Tuition and Tuition Policies
Candidates are charged tuition at the rate specified for the year of program entry.

- All tuition payments must be received according to the posted payment schedule.
- Faculty may not accept tuition payments
- Tuition and fees are to be paid through the student enrollment system at eppscholar.sccoe.org using a credit or debit card. Checks should be payable to SCCOE and delivered or mailed to our office. Please know that if you choose to pay by check, this may delay processing through the bank. We do not accept cash.
- A mandatory late fee of $75 will be charged if payment is not received by the due date. Late fees will not be waived.
- If payment has not been made by two weeks after the due date, students will be dropped from the course.
- Tuition Refund Policy
  - Refunds are not available once classes have begun.
  - Refunds are not given on deposits.
- Educator Preparation Programs make every effort to keep costs to a minimum. Fees listed in published schedules or student accounts may need to be increased in order to

assure ongoing program improvement, meet changing CTC requirements, and keep in line with comparable program expectations. Therefore, EPP must reserve the right, even after the fees are initially charged or initial payments are made, to increase or modify any listed fees

- Tuition and fees are subject to change until the date when instruction for a particular course has begun. All EPP-listed fees are regarded as estimates that are subject to change.

Payment Plan

Candidates who need an alternate payment plan to the posted tuition plan, can purchase a yearly payment plan through their student portal. The payment plan cost is $50, and candidates who receive a payment plan will be enrolled in the coursework by the program. It is the candidate's responsibility to ensure that all payments are made on time, and a late fee of $75 will be added for any payment made after the agreed due date.

Title IV Federal Student Aid Disclosure

Educator Preparation Programs does not provide Form 1098-T to students enrolled in our School Administration, Teacher Induction, or Special Education (Education Specialist Instruction) Credential programs. Form 1098-T is a form provided by an eligible educational institution that reports, among other things, amounts paid for qualified tuition and related expenses. In general, a student must receive a Form 1098-T for each tax year to claim an education credit. Unfortunately, we are not considered an eligible educational institution by the IRS as we do not provide Federal Student Aid through our programs. Additionally, we do not have a Federal School Code, which is assigned by the Department of Education for schools participating in the Title IV federal student aid programs, which we do not participate in.

Course Equivalencies/Transcript Analysis

Course equivalencies are only accepted for SCCOE Preliminary Administrative Services Credential Program. A transcript analysis for their entire program may be requested during the candidate's first two weeks of enrollment. Requests will not be accepted after the start of the class or program. It is advised that candidates notify the EPP program staff of their request via email at epp@sccoe.org once they pay and submit the request on eppscholar.sccoe.org. The applicable course description and/or syllabus must be available for consideration. The course must have been taken within the last 7 years.

Transcript Analysis Specifications

1. Only 6 units or less can be transferred/applied (unless applying for a second credential).
2. Only courses completed within the last 7 years will be considered.
3. Only courses that qualify for graduate credit by an accredited institution can be transferred.
*Exception: Integrated credential coursework completed as an undergraduate may be considered pending review of transcripts and course descriptions.

Once a course is deemed eligible for consideration after having met the above specifications, there are several factors that are considered when a course description and/or syllabus is being evaluated for equivalency.

- Comparison to SCCOE Preliminary Administrative Services Credential Program course syllabi in terms of content, assignments and TPEs or CSTPs
- Infusion of current terminology and practice
- Developments in the field

- Connection to Inclusion, Special Education and Equity Principle

Foreign Transcripts

Individuals who have completed college or university coursework at an institution in a country other than the United States must obtain a full or course-by-course evaluation from an agency approved by the Commission on Teacher Credentialing for Foreign Transcript evaluation of foreign transcripts, degrees, and other relevant documents from outside the United States prior to applying to the SCCOE Preliminary Administrative Services Credential Program. For more information, please visit: www.ctc.ca.gov/credentials/leaflets/cl635.pdf

Written Assignments

As a leader it is important to develop professional communication habits including writing for different audiences. The courses you are taking are graduate-level courses. It is an expectation that written assignments citing research will be written in a scholarly fashion and meet APA style format guidelines. APA style guide and information will be posted in CANVAS to support you. Your course instructors will also provide support in class. All written assignments must be typed using appropriate spacing, font size, and margins. Work must be submitted free of grammatical errors, spelling polished, and publish-ready.

Class Attendance

A core concept of the Teacher Credentialing (TC) Branch of Educator Preparation Programs (EPP) is the contribution of individual candidates and that of the collegial group, In addition to learning content, and so that they may contribute insight, experience, and reflection, candidates must attend each class meeting. Instructor facilitation, presentations, classroom exercises, and discussions are essential parts of the educational experience for each class: therefore, students must attend all meetings of the class. Prompt attendance will have a direct impact on learning, performance, and grades.

If a candidate must miss a class due to illness, etc., the candidate must contact the faculty prior to not attending class. Should an unforeseen event (family emergency, illness, etc.) occur, contact the instructor AND program coordinator immediately. Each absence will be handled on a case-by-case basis. Attendance and participation points cannot be redeemed through make-up work. A consistent problem with attendance may result in dismissal from the program. Class attendance and participation is a priority. More than two absences or equivalents will lead to dismissal from the class. The candidate will be put on academic probation and be required to take and pay for the course again. In addition, it will impact their length of time in the program and may impact their intern credential. Candidates with intern credentials who must extend their program to repeat courses are required to receive ongoing coaching support at their own expense. If a candidate is on academic probation during multiple semesters, it may lead to termination from the Teacher Credentialing (TC) Branch of Educator Preparation Programs (EPP).

Absence Due to Religious Holiday

Educator Preparation Program's policy for students who miss class, assignments, or exams to observe a religious holiday will be accommodated as follows:
- absences may not be counted as a missed class in any course in which attendance is a measure of academic performance.
- reasonable extensions of time must be given, without academic penalty, for missed assignments.

Students must inform their instructor and the EPP Staff in writing of their need to observe a religious holiday reasonably at least four weeks in advance of the absence, preferably at the beginning of the

course. It is incumbent on the student who misses a class to catch up on any material discussed and assignments given during that missed class by the deadline set by the instructor.

Grading

All courses are expected to be completed at the mastery level. Faculty is solely responsible for the determination of course grades and grading criteria needs to be clearly defined on the course syllabus, including the effect of attendance on the final course grade.

Grades	Minimum Score
A	93 - 100%
A-	90 - 92%
B+	87 - 89%
B	83 - 86%
Anything below B is not acceptable.	

Grade A:	Outstanding knowledge and application of course content; assignments turned in on time and reflect professionalism, effort, and application above and beyond minimum course requirements.
Grade B	Good knowledge and application of course content, assignments reflect professionalism, effort, and application of course requirements.
Grade B- & Below:	Failure; course will need to be retaken and Candidate will be placed on academic probation. (Does not meet standards)
Grade NP:	Not Pass
Grade IP:	In Progress (upon approval by instructor due to exceptional circumstances). Will become NP if don't meet revised deadlines, whichever comes first)
Grade W:	Withdrawn (Withdrawn from course)

Course Grades

When a candidate fails to complete any component of their Credentialing Program successfully, Program Administration will review progress and determine corrective action. All coursework must meet standards and be completed on time. Extensions are at the discretion of the instructor and cannot be extended beyond two weeks after the last day of class. If the candidate must repeat the class, it will be at their own expense as will be the cost of additional coaching and support (as applicable).

Intervention Action Plans

If faculty members, coaches, and/or supervisors have concerns about a candidate's supervised performance and determine that remediation is appropriate, they will inform the candidate about areas of concern, offer specific suggestions about how to meet his/her performance expectations, and set specific goals and a timeline in which the candidate can demonstrate improved performance. Candidate may receive a Risk of Academic Probation notice. This written statement is known as an "Intervention Action Plan." If a candidate's performance does not meet expectations at the end of the given timeline, he/she may not move forward in the program and may be placed on an individual plan and agreement (see Dismissal Policy).

Adverse Actions and Admission

Applicants with revoked credentials and/or credentials flagged with adverse actions will not be admitted to a credential program. Once the applicant's credential status is cleared or re-instated by the Commission on Teacher Credentialing (CTC), the applicant may petition for admission to the credential

program by submitting a letter explaining the circumstances. Each petition will be reviewed, and the applicant will be notified of the admission decision. If a Candidate's credential is revoked while enrolled in the program, the Candidate will be dismissed from the program until the Candidate's credential is reinstated and Candidate notifies the program of desire to restart the program.

Acts of Dishonesty
All candidates are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, falsification of records or documents, personal misrepresentation, theft, and evasion of program financial obligations will not be tolerated and may end in dismissal from the program.

Plagiarism
Plagiarism is a serious offense. Types of plagiarism include deliberate plagiarism, paraphrasing, patchwork paraphrasing, bluffing, stitching sources, mosaic plagiarism, accidental plagiarism, buying assignments, and inaccurate authorship. For more details on these types of plagiarism, one resource is https://www.scanmyessay.com/plagiarism/types-of-plagiarism.php. Another resource for more information on plagiarism and how to avoid it is https://bit.ly/2D3hkyA. Papers are checked through a plagiarism detector. Candidates suspected of plagiarism may be reported to the CTC and put their credential at risk.

Intervention Action Plans
If faculty members, coaches, and/or supervisors have concerns about a candidate's supervised performance and determine that remediation is appropriate, they will inform the candidate about areas of concern, offer specific suggestions about how to meet his/her performance expectations, and set specific goals and a timeline in which the candidate can demonstrate improved performance. Candidate may receive a Risk of Academic Probation notice. This written statement is known as an "Intervention Action Plan." Candidates with "unsatisfactory" TPEs as reported at a Progress Conference, will automatically be placed on Academic Probation. If a candidate's performance does not meet expectations at the end of the given timeline, he/she may not move forward in his/her program, may be withdrawn from internship status, and may be placed on an individual plan and agreement (see dismissal policy).

Dismissal Policy
Dismissal from the SCCOE's Educator Preparation Programs may occur due to:

1. Inadequate Academic Performance or Progress or,
2. Failure to adhere to the SCCOE EPP Ethical Principles Professional Responsibilities–Code of Conduct

Violence, threats of violence, intimidation, stalking, and similar behaviors towards P-12 students, college students, faculty, and/or SCCOE employees on the part of enrolled candidates shall lead to immediate dismissal from the program.

Ethical Principles Professional Responsibilities – Code of Conduct
It is expected that candidates always exhibit a professional demeanor and attitude. One may hear or see things in coursework with which you do not agree, it is stay open to learning, remaining professional and it is essential to keep all conversations confidential.

Candidates participating in EPP shall adhere to the following Universal Teaching Performance

Expectations:
- U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- U6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
- U6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

The educational leader:
- Makes the education and well-being of students the fundamental value of all decision-making.
- Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
- Supports the principle of due process and protects the civil and human rights of all individuals.
- Implements local, state, and national laws.
- Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
- Avoids using his/her position for personal gain through political, social, religious, and economic or other influences.
- Accepts academic degrees or professional certifications only from accredited institutions.
- Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
- Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties.
- Accepts responsibility and accountability for one's own actions and behaviors.
- Commits to serving others above self.

Grievance and Appeals Process

Should a student question program participation, program requirements, participation hours, special needs provision, discrimination policy, program extension request rationale, satisfactory progress requirement or other topic, the concern must be submitted in writing to the program directors using the appeal form available on the EPPscholar.org website. Next, a meeting will be scheduled by the student with the program directors. to review and discuss concerns and determine next steps. Another meeting may be scheduled to further discuss the situation. Following discussion and review of the concern with the Program Administration, a decision will be made regarding the grievance. The decision will be final and will be forwarded to the participant.

Leave of Absence

If a candidate cannot continue with courses during the Program year, a Leave of Absence can be requested. This Leave must be requested in writing and submitted to the EPP Office (see Request for Leave of Absence). Upon approval, the Leave of Absence will be issued for one year. The Leave of Absence will keep the completed courses on file and the candidate may restart the Program the following year taking only the courses needed to complete the Program based on that year's requirements. To return to the Program, a Leave of Absence Reinstatement Form must be submitted. A $75 Reinstatement Fee will be added to the candidates' account upon reinstatement to the program. If the candidate does not return the following program year, the Leave of Absence will no longer be valid, and the candidate will need to restart the program.

Program Withdrawal
If a candidate decides they cannot continue with the Program and does not wish to request a Leave of Absence, a Program Withdrawal can be requested. This Withdrawal must be requested in writing and submitted to the EPP Office (see Program Withdrawal Form). Once Program Withdrawal is approved, the candidate will need to reapply if wanting to restart the Program at a later date.

ADA Accommodations
Students with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the student must submit the ADA Accommodation Request Form to Program Administrators that describes the specific disability (i.e. psychologist, physician, or educational diagnostician).

Individuals with disabilities who need to request accommodations should upload the documentation into their student portal first and then contact Educator Preparation Programs. Once documentation is on file, arrangements for reasonable accommodations can be made. Candidates will then work with faculty directly to determine what reasonable accommodations are necessary.

Notification of Changes
It is the responsibility of the student to notify the Educator Preparation Program Staff of changes in employment, work location, credentials or changes in contact information. You must update this information in eppscholar.sccoe.org.

Office Hours
Appointments can be made with Program Administration during regular business hours (8:00 a.m. to 5:00 p.m.) and can be scheduled by email or by phone. Faculty appointments are scheduled individually with each faculty member.

Teach-Out Process
Should a credential program be discontinued for any reason, there is a Teach-Out Process. Under the guidelines of SCCOE's accrediting agency, the Commission on Teaching Credentialing, when closing a program: "a teach-out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed." The SCCOE is committed to assisting students affected by the program terminations and is making every effort to formulate procedures that minimize the impact on students. The complete Teach-Out Process is included in the Appendix.

APPENDICES
California Administrative Preliminary Expectations

Standard 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION
Course: Visionary Leadership EDA 631
Course Description: Participants will learn how to facilitate the development and implementation of a shared vision of learning and growth of all students. They will learn how to shape a collective vision using multiple measures of data and focusing on equitable access, opportunities, and outcomes for all students. Participants will learn how to engage others in collaborative processes to develop a shared vision of teaching and learning to guide and monitor decisions and outcomes using that shared vision.

Standard 2: INSTRUCTIONAL LEADERSHIP
Course: Instructional Leadership EDA 632
Course Description: Learn a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth. Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Standard 3: MANAGEMENT AND LEARNING ENVIRONMENT
Course: Professional Learning EDA 633
Course Description: Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Standard 4: FAMILY AND COMMUNITY ENGAGEMENT
Course: Facilitating Teacher Growth EDA 635
Course Description: Leaders learn to facilitate teacher growth through coaching, evaluating, and providing feedback to improve instructional practice. Leaders will understand and distinguish between coaching and evaluation with learned facilitation, consultation, and mediation/problem-solving skills.

Standard 5: ETHICS AND INTEGRITY
Course: Management, Learning Environment, and Ethics EDA 634
Course Description: Leaders learn the importance of modeling and behaving in ways that demonstrate professionalism, ethics, integrity, justice, and equity to cultivate a safe and productive learning and working environment. This course covers management and learning environment elements including operations and facilities, school and district climate; and fiscal and human resources. Learn ethical decision-making strategies to help identify personal and institutional biases that derive from educational disadvantage and/or discrimination. Participants will also learn reflective practice to continuously improve with educational research, literature, and best practices.

Standard 6: EXTERNAL CONTEXT AND POLICY
Course: Education, Policy, Systems & Leadership EDA 636
Course Description: Education Policy, Systems, and Community Leadership provide candidates an overview of the role of educational leaders in influencing political, social, economic, legal, and cultural contexts affecting education. This course will address how leaders develop a greater public understanding of education policy and how leaders use their understanding of social, cultural, economic, and political contexts to shape policies so every student graduates ready for college and career. Additionally, participants will learn how to successfully engage with the governing board, district, local

leaders, and the broader community to influence policies that benefit students and support the improvement of teaching and learning.

Santa Clara County Office of Education

Candidate Agreement

By initialing the following, the applicant understands:

1._____ Official enrollment in the EPP Preliminary Administrative Services Credential (PASC) Program is contingent upon:
- ○ Possession of a Clear California credential
- ○ California Basic Skills Requirement
- ○ A minimum of four years of teaching or services experience or the equivalent (to apply for the Preliminary Administrative Services Credential, 5 years of experience is required).
- ○ Current employment in a full-time teaching or services position

2._____ This is a one-year program, and I must successfully complete all required activities to complete the Program, including the CalAPA requirements.

3._____ I understand that if I don't complete the CalAPA during the program year, I will have to enroll in the completer course which will result in delay in getting my credential and/or additional costs to me.

4._____ The EPP Preliminary Administrative Services Credential Program is embedded at the district level within K-12 education and not an institution of higher education. As such, the program does not qualify for Federal Student Aid and cannot be used to defer student loan payments.

5._____ If my employer is covering the cost of tuition, it is my responsibility to work with EPP to determine how those payments will be made.

6._____ I must notify the EPP Preliminary Administrative Services Credential Program immediately if my employment status changes. Enrollment is contingent upon holding qualified employment.

7._____ In order to participate in the EPP Preliminary Administrative Services Credential Program, I will conduct myself in a respectful and professional manner as stipulated in the PASC Handbook.

8._____ I will complete surveys, evaluations, assessments in a timely manner when requested by the Program.

9._____ Successful completion of this Program will result in recommendation for a CA Certification of Eligibility for a CA Preliminary Administrative Services Credential.

Request for Leave of Absence Form

Student Information:

Full Name: _____

Student ID/Reference Number: _____

Contact Email: _____

Phone Number: _____

Leave of Absence Details:

Leave Start Date: _____

Leave End Date: _____

Reason for Leave:

(Please provide a brief explanation for the leave request.)

Supporting Documentation:

Attach any supporting documentation if available.

Documentation Attached: (Yes / No)

Leave Duration:

Duration of Leave: _____

Academic Plan During Leave:

Acknowledgment:

I understand that my leave request is subject to review and approval by Educator Preparation Programs (EPP). I confirm my commitment to meet any conditions or responsibilities outlined during the leave period.

Student's Signature: _____

Date: _____

Please Note:

Your request will be reviewed by EPP, and you will be notified of the decision.

It's advisable to consult with your academic advisor to ensure that you understand the implications of taking a leave of absence on your academic progress and financial aid.

Reinstatement Request Form

Student Information:

Full Name: _____

Student ID/Reference Number: _____

Contact Email: _____

Phone Number: _____

Leave of Absence Details:

Date of Leave Commencement: _____

Intended Leave Duration: _____

Reinstatement Request:

I, the undersigned, hereby request reinstatement to [Name of Program] following the approved Leave of Absence. I understand that my reinstatement is contingent upon meeting all program requirements and providing the necessary documentation as outlined in the original Leave of Absence approval letter.

Reason for Reinstatement Request:

Please provide a brief statement explaining the reason for your reinstatement request.

Documentation Required:

Please list the required documentation for reinstatement (e.g., current employment letter, updated contact information, etc.).

Reinstatement Request Timeline:

Date of Request Submission: _____

Expected Program Start Date: _____

Any Additional Information/Comments:

Student Signature: _____

Date: _____

Please submit this completed reinstatement request form, along with the required documentation, to your student portal on eppscholar.sccoe.org. The review process will be initiated upon receipt of your request, and you will be notified of the decision regarding your reinstatement.

Program Withdrawal Form

Student Information:

Full Name: _____

Student ID/Reference Number: _____

Contact Email: _____

Phone Number: _____

Program Information:

Program Name: _____

Program Start Date: _____

Expected Graduation Date: _____

Reason for Withdrawal:

Please provide a brief explanation for the program withdrawal.

Acknowledgment:

I understand that my request for program withdrawal is voluntary and subject to review. I acknowledge the potential academic, financial, and other implications related to my withdrawal.

Student's Signature: _____

Date: _____

Please Note:

Your request will be reviewed, and you will be notified of the decision.

It is advisable to consult with your academic advisor to understand the potential consequences of program withdrawal.

ADA Accommodation Request Form

Personal Information:
Full Name: _____

Student ID/Reference Number: _____

Contact Email: _____

Phone Number: _____

Disability Information:

Nature of Disability: _____

How does your disability affect your ability to access or participate in our programs?

(Please describe any specific challenges or limitations related to the disability.)

Requested Accommodation:

Please describe the specific accommodation(s) you are requesting:

(Include details of what, where, and when the accommodation is needed.)

Date of Request: _____

Supporting Documentation:

Attach any supporting medical or diagnostic documentation if available.

Documentation Attached: (Yes / No)

Requested Accommodation Timeline:

Start Date: _____

End Date (if applicable): _____

Acknowledgment and Consent:

I understand that my request for accommodation is subject to review and approval. I consent to the necessary evaluation and communication between the organization and relevant medical professionals for the purpose of assessing my accommodation request.

Applicant's Signature: _____

Date: _____

Submit this form to: [Designated ADA Coordinator's Contact Information]

Please Note:

Educator Preparation Programs will review your request and may request additional information if needed.

Accommodations will be provided in accordance with ADA regulations and after the organization's assessment.

It is recommended to submit your request well in advance to ensure timely provision of accommodations.

Teach-Out Process: SCCOE's Education Preparation Programs

Introduction
This manual is a compilation of the memoranda of instructions, templates, guidelines, and other tools designed to ensure a systematic and successful teach-out, enabling students to complete terminated programs.

Guidelines for Suspended and Terminated Credential Programs
Under the guidelines of SCCOE's accrediting agency, the Commission on Teaching Credentialing, when closing a program, "a teach-out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed." The SCCOE is committed to assisting students affected by the program terminations and is making every effort to formulate procedures that minimize the impact on students.

Course offerings will continue for at most two academic years for all the credential programs.

ALL CREDENTIAL PROGRAMS

Prospective students with active applications awaiting admission decisions to an affected program:
- Immediately suspend admission of new students and advise students to seek alternative credentialing agencies.

Currently enrolled students in a terminated program:
- Will be informed formally by letter and email.
- Will meet with an advisor individually to develop a transition plan which will include
  - An academic plan that enables him/her to complete the program requirements within the teach-out period.
  - Directions as to how to download and access their student records
- Students should take a sufficient number of courses to enable them to complete all requirements within the "teach out" period.
- Students who do not make adequate progress on their academic plan for teach-out will be advised into another credential as applicable.
- Course offerings will continue for at most two academic years (teach-out period).
- Students are required to have ongoing contact with their academic/faculty advisors during this time to ensure that their academic plan is current and consistent with the projected course offerings.
- Students unable to comply with the time limits should seek an alternative program.

Sample Template for Notifying Students in Terminated Credentials

Dear

You are currently enrolled as a student in (state level, name of credential program and specialization, if applicable, e.g. Preliminary Education Specialist Early Childhood Special Education) credential program. We regret that it is therefore no longer feasible to continue offering this program. The Santa Clara County Office of Education (SCCOE) is, however, committed to enabling students who are already in the program the opportunity to complete the program and obtain their credential.

The program will have a teach-out period of (state number of years), ending in (state month and year in which the teach-out period will end) to enable you to complete the program requirements. You must meet all requirements to be recommended for the credential by the end of the teach-out period. It is your responsibility to complete a sufficient number of required courses each quarter or year to enable you to complete the program in the time allotted. The program faculty and advisors will also assist students with identifying comparable programs to which they may wish to transfer, in the event they cannot complete the program at SCCOE during the teach-out period.

Please work closely with your advisor and program faculty to ensure you are aware of all program requirements and the availability of required courses. You will be provided an academic plan which, if followed, will enable you to complete the degree program within the teach-out period. They will do their utmost to assist you. The SCCOE wants to ensure that the investment you made in an SCCOE education and credential bears the intended results.

Please make an appointment immediately to meet with your advisor. We are committed to serving you and helping you complete your credential program.

Sincerely,

_____

Educator Preparation Programs, Director   *Date*

_____

I have received and read the above letter.

Academic Map for Teach-Out

Credential Program: (e.g. Preliminary ECSE Education Specialist Credential) Name of Student:

Required Courses already completed for the Credential

Course Number	Course Name	Credit Hours	Comments (e.g. which requirement the course fulfills)

Courses Remaining to be Completed (in Chronological Order)

Course Number	Course Name	Credit Hours	Quarter/Year OR Time Period the Course Needs to be completed	Comments

I have received and reviewed my academic map which will help me to complete my credential program within the teach-out period. I understand it is my responsibility to complete the program and meet all requirements for the recommendation within the teach-out period.

I have been notified of the process for attaining and copying my student records prior to the end of the teach-out period. I will continue to have access to all records submitted in Destiny, the student enrollment and records system, during the teach-out period. I will need to download and copy any student records within Destiny prior to the end of the teach-out period should I want a permanent copy.