

Educator Preparation Programs

Clear Administrative 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

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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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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

Educator Preparation Programs

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.

Clear Administrative Services Credential Program

Education Preparation for Equity, Inclusion, and Social Justice

The SCCOE Clear Administrative Services Program (CASC), is grounded in three dimensions:

1. Scholarship which consists of collection, analysis, and utilization of data to improve performance;
2. Theory which incorporates the foundational principles of leadership such as organizational culture, communities of professional learning, systems thinking, and adult learning theory; and
3. Practice which is the application, in the field, of the learned knowledge and skills.

Mission

To build administrative leadership capacity through coaching support, professional development, and technical assistance.

Program Overview

The Leaders in Education Administration Program (LEAP) Clear Administrative Services Credential (CASC) is an individualized, job-embedded, two-year program that new administrators start within one year of starting in an initial administrative position. The program is an immersive cognitive coaching program based on developing a deep understanding of the practical application of the CPSELs.

Program Rationale

The Santa Clara County Office of Education (SCCOE) believes in transformative learning theory as a means to provide applicable job-alike, task-oriented, problem-solving opportunities for CASC candidates to earn their clear administrative credential. CASC is built and customized to each candidate's work needs and responsibilities. Candidates examine data to reflect and determine the next steps in their progress as an essential process with their team which includes the coach and the candidate's supervisor. The process includes reflecting and focusing on best practices. In the first year, candidates are actively involved in deepening understanding and applying CPSELs to current job responsibilities. A coach provides one-on-one support in developing the candidate's Individualized Leadership Plan (ILP). As a means to introduce a systems approach in addressing goals and objectives, as well as providing feedback, the coach and candidate use a rubric that includes goals, objectives, action steps, checking points, and evaluations. This is a cycle of inquiry that incorporates an ongoing improvement approach with feedback as a noted best practice. In applying the theory to practice, the candidates will collaborate with their cohort during a portion of their training sessions.

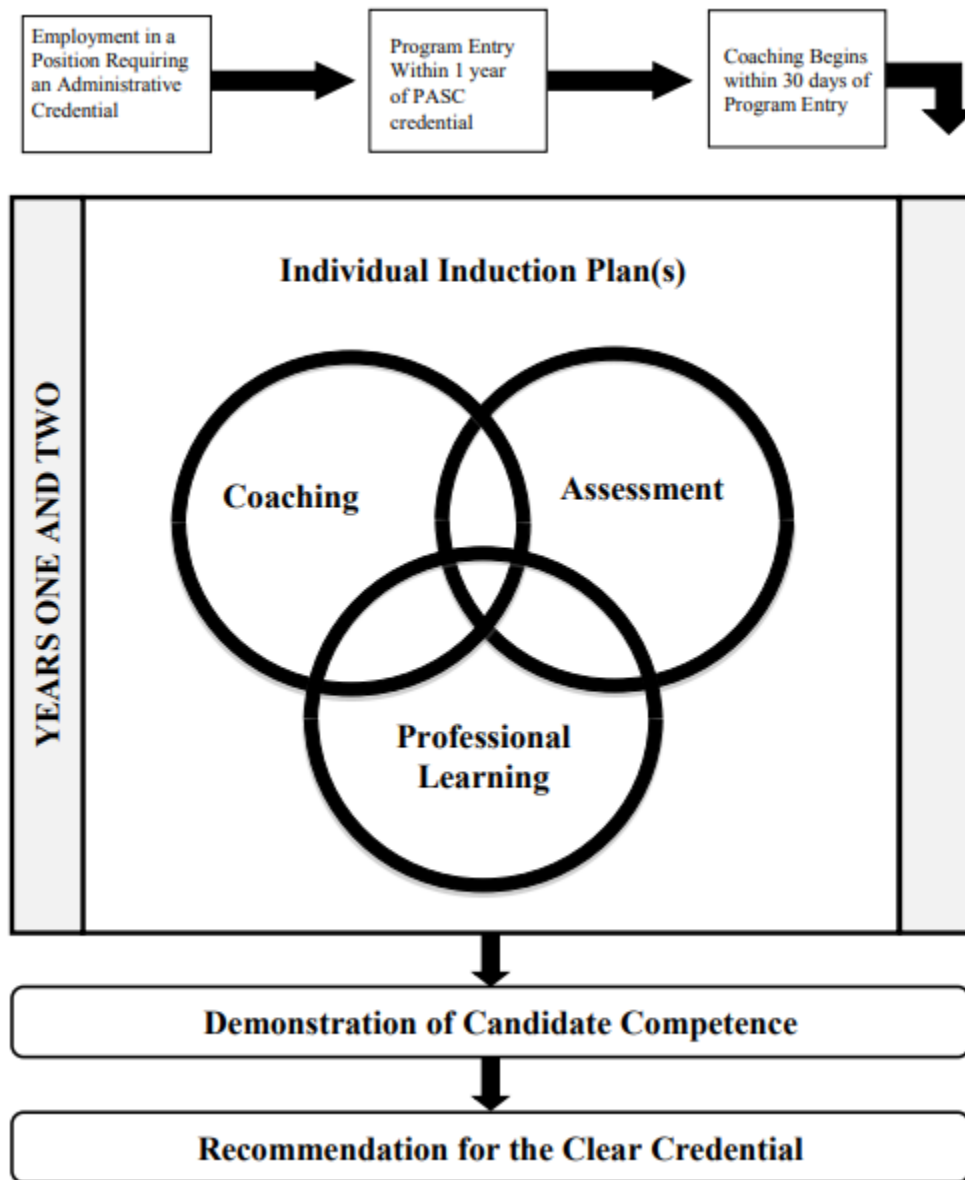
In the second year of the CASC Program, the candidates evaluate their ILP with their coach's assistance using a rubric to determine growth, needs, focus areas, and next steps. The candidates use the process noted earlier in determining a goal, objectives, action steps, checking points, and evaluation. The goals are determined based on individual job responsibilities and the needs of the school/district/county office. The objectives are defined clearly as points and directions of what is going to be done specifically for each objective. The checking points are formative assessments used throughout the year to address and describe the benchmarks. Lastly, the evaluation is the tool and/or process used to determine the efficacy of the plan. The coaches will use a rubric to aid in providing ongoing assistance, guidance, and feedback.

The SCCOE has a core belief in connecting research to practice in collaboration with its partner institutions. The leadership programs are embedded and aligned with the work of local

schools/districts/county offices because we believe these relationships form vitally effective practical training. We work with each school/district/county office site to ensure that our candidates' work is integrated into their work at their sites.

In addition, the candidate's supervisor is key to the development and completion of the required goals that are tied directly to one of the CPSELs, with objectives and action steps aligned.

Figure 4: Flowchart of California's Administrator Induction Program



Program Learning Outcomes

The Clear Administrative Services Credential Program delivers a cohesive and comprehensive curriculum that integrates coaching, seminars, and technology. The seminars are based on the California Professional Standards for Education Leaders (CPSELs) and are designed to develop proficiencies in the

following standards:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Contact and Policy

Coaching

EPP's CASC coaches are selected from a coaching pool that is created through the hiring process established by the SCCOE human resources department, and through the extensive networking EPP has established with district leadership. All coaches have a Professional Clear Administrative Services Credential and have been a site and/or district administrator for at least 5 years. Generally, the coaches are retired administrators who come highly recommended for their accomplishments in the field of education. Coaches have been recruited through recommendations from district superintendents, assistant superintendents, and other education leaders. Coaches are paired to candidates within the first 30 days of the candidate's admission to the program. Coaches and candidates are matched based upon candidate's administrative placement and coach's administrative experience.

Once they are selected to work as CASC induction coaches, the coaches must go through EPP's New Coach orientation and training. The training sessions consist of an amalgam of research-based coaching strategies such as *Cognitive Coaching*. They have ongoing coaching meetings (4-6) throughout the year to collaborate on problems of practice, review coaching strategies, and stay current and relevant in our current context and culture which is focused on equity, inclusion, and social justice. The Lead Coach also works with them one-on-one to provide the support they need throughout the year. These coaches receive ongoing training and certification in the nationally recognized *Cognitive Coaching Model*, an eight-day foundation training consisting of a set of strategies that support the ongoing development of individuals and organizations as they become more self-directed and reflective. The training for coaches aligns directly with the CPSELs and the descriptions of practice outlined in *Moving Leadership Standards into Everyday Work* to their work with the candidates.

Coaching is an essential element in the CASC Program, forming the cornerstone to transform theory into practice. The personal, confidential work between candidate and coach is structured to build relational trust and a psychological safety net to encourage candidates to take risks, to see, and to navigate uncharted territory.

Candidates meet with their coaches approximately 40-60 hours during the school year. In-person meetings, Zoom, FaceTime, video conferencing, and phone calls may be used for the meetings. Candidates participate in the one-on-one coaching process throughout the two years. Each candidate has an ePortfolio divided into sections that align with the CPSELs. Coaches guide candidates through cycles of inquiry, using the strategy to Plan, Act, Evaluate, and Reflect using the CPSELs. Candidates reflect on each standard and how the standard will be applied while noting and documenting examples as evidence. Candidates upload artifacts as evidence of their roles in action steps toward meeting the goals and reaching proficiency for each standard. Coaches use the ePortfolio rubric to assist and guide candidates in developing, using, and evaluating their ePortfolios.

While candidates receive ongoing feedback from their coach on their ePortfolio throughout the two-year program, at the end of the candidate's second year two additional coaches from the program formally evaluate the ePortfolio. The candidate's coach is present at that evaluation to discuss any questions or concerns. If a candidate fails to meet all standards, the candidate is provided additional time, direction, and support to address any shortcomings.

Reassignment of Coaches

Candidates use the Grievance and Appeals process outlined in the Appendix to request a different coach as needed.

Individualized Learning Plan

With assistance from the coach and input from the immediate supervisor each candidate develops an ILP (Individualized Learning Plan in the program standards) within the first sixty days in the program. The role of the candidate's site supervisor enhances our collaborative approach to supporting the candidate and provides the coach with a "think partner" in the process. Concomitantly the forms and rubrics have been revised to reflect the new CPSELs.

The Individualized Learning Plan (ILP) is separated into six different documents based on the six CPSELs. Each ILP document has a goal based on one CPSEL, and the candidates are required to identify specific evidence pieces that they would like to collect that demonstrate their proficiency on that standard. The candidates complete three ILP goals in each year. Additionally, the candidates complete three observations per year, which could be based on their action inquiry plans but it's not a requirement.

The candidates develop goals based on their administrative context, individual job responsibilities, feedback from their supervisor(s), their district LCAP, and discussion with their coach. The coaching conversations are instrumental in determining the goals and professional learning opportunities for the candidates, as these conversations help the candidates explore their strengths and areas of growth.

Professional Development

The SCCOE provides a minimum of 20 hours of professional development annually through seminars and networking sessions in both Years 1 and 2. The networking sessions are opportunities to collaborate with other administrators in like positions. The coaches are active participants in seminars and networking sessions. A candidate, with the agreement and collaboration of his/her supervisor and CASC coach, may choose an outside training opportunity in lieu of one SCCOE-provided seminar per year. Candidates document their professional development hours on a Professional Development Record.

Phases of Clear Administrative Services Credential (CASC) Program

Phase 1: Admission Requirements

Submission of application materials by eligible participants are to include:

- Completed application (online)
- Proof of Preliminary Administrative Services Credential
- Verification of Full-Time Administrative Employment (an average of four or more hours per workday) on Letterhead, signed by your immediate supervisor or HR Department

Phase 2: Performance Expectations through the Program

The candidate's performance expectations will be assessed through multiple measures including the following:

- Self-assessments with input from the coach to measure proficiency growth on the CPSEL
- An examination of the candidate's success in reaching goals on the ILP, assessed by the coach and using data, artifacts, and reflections
- Participation in the coaching process (coaches' logs are used to verify coaching sessions)
- Formal and informal individualized comments and feedback from candidate's coach
- Record of artifacts, evidence, and documents providing examples of candidate's efforts and accomplishments
- Completion of professional development or network sessions using verification of attendance documents
- Self-assessment in written reflections
- ePortfolio review

Candidates have the opportunity to develop evidence of progress based on current program, site, or district priority in the writing of their goals associated with the workplace responsibilities. Special assistance may be requested if a Candidate needs help completing the program requirements.

Phase 3: Completion Phase

- The identified steps for candidates to receive certification upon completion of the program are as follows:
- Increased proficiency on the CPSEL
- Successful completion of the ILP
- Participation in the coaching process (coaches' logs are used to verify coaching sessions)
- Completion of required professional development hours
- Successful completion of the ePortfolio (the coach monitors progress on the ePortfolio on a regular basis during the two-year period)

Special assistance may be requested if a Candidate needs assistance in completed the program requirements. Additionally, extensions to Program completion may be requested at an additional cost to the Candidate.

Placement

Coaches are matched to individual candidates based on the background, experiences, and expertise that will best assist the candidate. Based on the information gained from the candidate's application including a description of the school/district/county office context, the reflection on strengths and areas of need, and the candidate is matched to the coach who can best coach him/her to success. There may be times because of geographical issues that a coach would be placed with a candidate because his/her

geographical area rather than background and experience. When this happens the Program Administrator works with the coach to make sure the professional needs of the candidate are being met.

CASC Candidate's Checklist Year 1
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Timeline	CASC Program Requirements	Completed
September - October	<input type="checkbox"/> Attend Orientation <input type="checkbox"/> Meet with Coach <input type="checkbox"/> Calendar Seminar/Networking Dates, Coaching Sessions	
October - December	<input type="checkbox"/> Complete <i>Introduction of Candidate</i> <input type="checkbox"/> Complete <i>Candidate's Work Context</i> <input type="checkbox"/> Work with your coach on initial <i>Assessment of Proficiency</i> <input type="checkbox"/> Work with your coach to construct a draft of your <i>Individualized Leadership Plan (ILP) (Goal + Action Plan)</i> <input type="checkbox"/> Get written approval for ILP on <i>Completion of Plan</i> form <input type="checkbox"/> Attend Seminars and Networking sessions	
January - June	<input type="checkbox"/> Complete any 3 <i>Individualized Leadership Plan</i> goals including Evidence and Self-Evaluation <input type="checkbox"/> Attend all Year 1 <i>Professional Development</i> <input type="checkbox"/> Complete end of Year 1 <i>Reflection</i> <input type="checkbox"/> Work with your coach on 2nd <i>Assessment of Proficiency</i> <input type="checkbox"/> Complete at least 10 Coaching Sessions for the year Be sure the following are uploaded into CANVAS: <input type="checkbox"/> <i>Introduction,</i> <input type="checkbox"/> <i>Work Context,</i> <input type="checkbox"/> <i>PD</i> record for year 1, <input type="checkbox"/> 3 <i>Individualized Leadership Plan</i> completed goals.	
Year 1	Coaching Sessions are scheduled throughout the year totalling 40 hours.	

<p>CASC Candidate’s Checklist Year 2</p>
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Timeline	CASC Program Requirements	Completed
September - October	<input type="checkbox"/> Attend Year 2 Planning/Networking Session <input type="checkbox"/> Calendar Seminar/Networking Dates & Coaching Dates	
October - January	<input type="checkbox"/> Attend Seminars and Networking sessions <input type="checkbox"/> Work on final three <i>Individualized Leadership Plan</i> goals including Evidence and Self-Evaluation	
January - June	<input type="checkbox"/> Complete final 3 <i>Individualized Leadership Plan</i> goals including Evidence and Self-Evaluation <input type="checkbox"/> Attend Seminars and Networking sessions <input type="checkbox"/> Complete end of Year 2 <i>Reflection</i> <input type="checkbox"/> Work with your coach on final <i>Assessment of Proficiency</i> Complete 20 Coaching sessions (for 2 years) <input type="checkbox"/> Have supervisor and coach sign off on <i>Completion of Plan</i> Be sure all required documents are uploaded into CANVAS: <input type="checkbox"/> <i>Introduction of Candidate</i> <input type="checkbox"/> <i>Work Context</i> <input type="checkbox"/> <i>Assessment of Proficiency</i> listing three assessments <input type="checkbox"/> six completed goals for <i>Individualized Leadership Plan</i> <input type="checkbox"/> <i>Reflections</i> for Year 1 and 2 <input type="checkbox"/> <i>Professional Development</i> record for years 1 and 2 <input type="checkbox"/> <i>Coaching Log</i> <input type="checkbox"/> <i>Completion of Plan</i> <input type="checkbox"/> <i>Coach’s Checklist</i>	
Year 2	Coaching Sessions are scheduled throughout the year totalling 40 hours.	

Assessment and Program Completion

Assessment

The program incorporates initial, formative, benchmark, and summative assessments into the program design providing opportunities for the candidate to demonstrate competencies to the coach and immediate supervisor in all areas of the CPSELs. This includes monitoring and providing ongoing feedback to the candidates consistent with evidence-based practices. Currently, levels of competency are continuously monitored in a formative manner in the coaching sessions and in a summative manner through the assessment done annually by the coach and the candidate with the ILP. With the assistance of the coach, the candidate completes an **Assessment of Proficiency** (see Appendix) on the CPSELs at the beginning of the program, at the end of Year 1, and at the end of Year 2. The levels include

- Level 1: practice that is directed toward the standard
- Level 2: practice that approaches the standard
- Level 3: practice that meets the standard
- Level 4: practice that exemplifies the standard

The coach assists and supports the candidate in increasing proficiency on the CPSELS. Ongoing informal assessment occurs regularly at the coaching session. The candidate must have an overall average of 3 to demonstrate proficiency on the CPSELS.

At the end of the two-year program, the director of the program and the coaches meet to review each candidate's progress which is assessed through multiple measures including the following: self-assessments with input from the coach to measure proficiency growth on the CPSELS; an examination of the candidate's success in reaching goals on the ILP; participation in the coaching process; a record of artifacts, evidence, and documents providing examples of candidate's efforts and accomplishments; a record of completion of professional development seminars and/or networking sessions; self-assessment in written reflections; and an ePortfolio evaluation review. Upon successful review of the above the director of the program and the evaluating coaches will collaboratively verify that the candidate has met all program expectations and developmental objectives included in the ILP.

Demonstration of Competency

All documentation and evidence used to demonstrate candidate competence in the CPSELS must be job-embedded and must clearly indicate the candidate's direct involvement or authorship. Evidence may be in the form of PowerPoint presentations, videos, meeting agendas, authored policy recommendations such as proposals to implement Restorative Justice, professional readings and reflections, artifacts from interventions or initiatives, and data used to justify initiatives. All candidates complete an ePortfolio addressing at least one area of each CPSEL.

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.

Coaching Evaluation and Assessment

Constructive feedback is provided to the coach from the CASC Lead Coach on an ongoing basis based on observation, survey results, candidate feedback and progress, and compliance with program requirements.

Early Completion Option

Veteran administrators with at least three years of administrative experience in another state or in California, under a valid administrative services credential, can explore the Early Completion Option that the program offers. Eligible candidates must provide proof of the following when requested:

1. Minimum of three years of experience as a full-time administrator
2. Must hold a valid administrative services credential for the entirety of the administrative experience
3. Exemplary evaluations for at least the last two years
4. Currently must be employed as a full-time administrator

Candidates who meet the above criteria and are interested in pursuing this option, reach out to your student advisor.

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.

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.

Attendance

Regular attendance to all coaching sessions and seminars are required and expected. Coaching sessions, seminars, and networking are essential parts of the educational experience. Therefore, candidates must make every effort to attend all seminar meetings/networking sessions and coaching sessions. Candidates who miss assigned seminar or coaching sessions will need to make up the missed hours of instruction. In the event of an emergency please contact the Program and your Coach to determine the impact of the absence on completion requirements.

Absence Due to Religious Holiday

Educator Preparation Program's policy for students who miss seminars or Coaching sessions to observe a religious holiday will be accommodated. Candidates must inform their Coach and the EPP Staff in writing of their need to observe a religious holiday reasonably at least four weeks in advance of the absence. It is incumbent on the student who misses a seminar to catch up on any material discussed.

Intervention Action Plans

If faculty members, coaches, and/or supervisors have concerns about a candidate's Program progress 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 his/her program and may be placed on an individual plan and agreement (see dismissal policy below).

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.

The reason(s) for a student's pending dismissal will be identified by the administrator(s) of the program and referred to the Assistant Director and Director of Educator Preparation Programs for consideration. The decision will be final and will be forwarded to the participant.

Intern students are dismissed if they fail to receive a passing grade during any two semesters of Support Supervision. Failure to complete a semester of supervision due to dismissal by employer results in a No-Pass for the course. Intern students will not exceed a total of 4 semesters of supervision.

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.

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 documentation into their student portal first and then contact the program coordinator, Kalpana Thatte at kthatte@sccoe.org or 408-453-4259. 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.

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 expectations as educational leaders.

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.

Reassignment of Coaches

Candidates use the Grievance and Appeals process outlined above to request a different coach as needed.

Leave of Absence

If a candidate cannot continue with the CASC Program, a Leave of Absence can be requested. This Leave must be requested in writing and submitted to our office. Upon approval, the Leave of Absence will be issued for up to three years. The Leave of Absence will keep the completed time in the CASC Program on file and candidates may restart the program where they left off. A \$75 Reinstatement Fee will be added to the candidate's account upon reinstatement to the Program. If the candidate does not return to the Program within three years, the Leave of Absence will no longer be valid, and the candidate will need to restart the Program. To return, he or she will be required to upload a Request for Reinstatement or Re-enrollment in writing and inform the district of the request by emailing EPP@sccoe.org along with an additional readmission fee.

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.

Notification of Changes

It is the responsibility of the student to notify Educator Preparation Program Staff of changes in employment, work location, credential 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 on the following pages below.

APPENDICES

CASC Approval of Individualized Leadership Plan (ILP)

Candidate: _____ Site: _____

Administrative Position: _____ District: _____

The purpose of the Individualized Leadership Plan is for the candidate to formulate a professional goal for each of the California Professional Standards for Educational Leaders (CPSELs) associated with his/her administrative position. Working with the coach, the candidate analyzes his/her self-assessment on the CPSELs and develops a goal, objective, and action steps to guide skill development and proficiency on the CPSELs over the course of the two-year Administrative Leadership Program. A draft of the goals is shared with the immediate supervisor at the beginning of the program and feedback is solicited to make sure the goals meet both candidate and workplace needs. "Approval of Goals" is then signed by Candidate, Coach, and Supervisor.

When each goal is completed, the candidate writes a brief self-evaluation. At the end of the Tier II program, the Candidate, Coach, and Supervisor signs off on the second section, "Completion of Individualized Leadership Plan."

Approval of Goals:

Candidate: _____ Date: _____

Coach: _____ Date: _____

Supervisor: _____ Date: _____

Completion of Individualized Leadership Plan:

Candidate: _____ Date: _____

Coach: _____ Date: _____

Supervisor: _____ Date: _____

Sample Individualized Leadership Plan (ILP)

CPSEL STANDARD AND ELEMENTS

Goal:

Action Plan:

OBJECTIVE (1-2 objectives)	ACTION STEPS (Activities to achieve objective)	Year 1	Year 2
DOCUMENTATION FOR e-PORTFOLIO: (What evidence will you gather?)			

Evidence: (Insert at least two examples of evidence.)

Self-Evaluation: Explain how you expanded your knowledge of this standard and how you may apply the standard. Please provide an example.

Candidate's Work Context

Please fill out the information below based on where your new administrative position is -- in a school, a district office, or a county office.

Candidate's Name: _____ Date _____

Administrative Position: _____

Workplace (school district / county office): _____

Workplace Address: _____

Home Address: _____

Cell Phone: _____

Home Phone: _____ Office _____

Description of School, District, or County (depending on where you work)

Assessment and Demographics

What were your site, district, or county office (depending on where you work) scores on your most recent California Assessment of Student Performance and Progress (CAASPP) report?

English/Language Arts:

Mathematics:

Title I Yes No

What are the demographics of school/district or county?

• Number of Students		
• Ethnicities (percent %)		
o African American		
o Caucasian		
o Asian		
o Hispanic		
o Pacific Islander		
o American Indian		
o Other		
• EL Population		
• Socio Economically Disadvantaged		
• Students with Disabilities		

What are the strengths of your school, district, or county office (depending on where you work)?

What are the challenges or areas of need for your school, district, or county office (depending on where you work)?

PERSONAL REFLECTION: The Administrative Leadership Program wants to personalize the program to fit your particular needs. To assist us in doing so, please answer the following question: As you think about your new position as an administrator, what strengths do you bring to the position, what are some challenges you face, and what are some areas of need?

California Professional Standards for Educational Leadership CASC Assessment of Proficiency

Complete an assessment of your proficiency (with your coach) on the CPSELs three times during the Administrative Leadership Program: Pre-assessment (within the first 90 days of your administrative position), a mid-program assessment (end of Year 1) and a post-assessment (end of Year 2).

Directions: With the assistance of your coach, use the CPSELs to self-assess your proficiency. Read the specific descriptions regarding the six standards and the behaviors of leaders in relation to the standards. Each standard displays the elements of the standard. A *Description of Practice* (DOP) which is displayed on a continuum, illustrates increasing skill levels, application, and results. The continuum differentiates four levels of leadership development:

- Level 1: practice that is directed toward the standard
- Level 2: practice that approaches the standard
- Level 3: practice that meets the standard
- Level 4: practice that exemplifies the standard.

California Professional Standards for Education Leaders (CPSELs)

Directions: Discuss the DOP with your coach. Upon reflection, self-assess and record the level of proficiency you are at in the appropriate box.

Pre	End of Year 1	End of Year 2	EXAMPLE INDICATORS OF PRACTICE FOR THE STANDARDS.
Date:	Date:	Date:	
1. Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.			
			1A Student-Centered Vision
			1B Developing Shared Vision
			1C Vision Planning and Implementation
2. Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.			
			2A Professional Learning Culture
			2B Curriculum and Instruction
			2C Assessment and Accountability
3. Education leaders manage the organization to cultivate a safe and productive learning and working environment.			
			3A Operation and Facilities

			3B Plans and Procedures
			3C Climate
			3D Fiscal and Human Resources
4. Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.			
			4A Parent and Family Engagement
			4B Community Partnerships
			4C Community Resources
5. Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, justice, and equity and hold staff to the same standard.			
			5A Reflective Practice
			5B Ethical Decision-Making
			5C Ethical Action
6. Education leaders influence political, social, economic, legal, and cultural contexts affecting education policies and practices.			
			6A Understanding and Communicating Policy
			6B Professional Influence
			6C Policy Engagement
Total	Total	Total	There are 19 items. To pass, the candidate needs an overall total of 57.
Average Pre	Average end of 1st Year	Average end of 2nd Year	Average score after each assessment - Candidate must have an average of 3.0 or above (overall) at the end of Year 2 of the Tier II program.

CASC (Tier II) Rubric

CATEGORY	Exemplary (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)
Required Elements of the SCCOE Tier II program	All required elements are in ePortfolio. Required elements reveal an in-depth understanding and growth directly related to the Individualized Leadership Plan.	All required elements are in the ePortfolio. Required elements reveal an understanding and growth related to the Individualized Leadership Plan.	All required elements are in the ePortfolio. Required elements reveal surface knowledge of goals related to the Individualized Leadership Plan.	Some of the required elements are missing for or are not related directly to the Individualized Leadership Plan.
Selection of Artifacts in Relationship to Goals	All artifacts and work samples are clearly and directly related to the candidate's goals and/or workplace responsibilities. A variety of artifacts is included.	Most artifacts and work samples are related to the candidate's goals and/or workplace responsibilities.	Some of the artifacts and work samples are related to the candidate's goals and/or workplace responsibilities.	None of the artifacts or work samples are related to the candidate's goals and/or workplace responsibilities.
Reflections	All reflections clearly describe growth, accomplishments, and challenges and include goals for continued learning (long and short term).	Most of the reflections describe some growth and include goals for continued learning.	A few of the reflections describe growth and include goals for continued learning.	None of the reflections describe growth and do not include goals for continued learning.
Organization, Presentation and Text Elements	Layout of pages is easy to read and follow, artifacts are easy to locate, choice of font and colors does not distract from content. White space is used appropriately to organize content.	Layout of pages is easy to read, most artifacts are easy to locate, choice of font and colors occasionally distract from content. White space is generally used appropriately to organize content.	Layout of pages is not easy to read, some artifacts not easily located, choice of font and colors often distract from content. White space is used inappropriately to organize content.	Layout of pages is difficult to follow, artifacts are not easily located, font and colors often distract from content. Content appears disorganized.
Writing Mechanics	There are no errors in grammar, capitalization, punctuation, and spelling.	There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	There are several errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	There are many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.

Overall E-ePortfolio Rating:

Exemplary	20– 17 points (85%)
Proficient	16 – 14 points (70%)
Developing	13 – 10 points (50%)
Unsatisfactory	9 –1 point(s) (>50%)

Candidate _____ Evaluator _____ Date ____ Pass ____
 CASC Tier II Evaluation Rubric 2021-2023

Candidate Agreement

By initialing the following, the applicant understands:

1. _____ Official enrollment in the EPP Clear Administrative Services Credential (CASC) Program is contingent upon: a) holding a Preliminary Administrative Services Credential, and, b) employment as an Administrator within a public or private school.
2. _____ This is a two-year program (unless I qualify for the Early Completion Option), and I must successfully complete all required activities for each year.
3. _____ The EPP Clear 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.
4. _____ 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.
5. _____ I must notify the EPP Clear Administrative Services Credential Program immediately if my employment status changes. Enrollment is contingent upon holding qualified employment.
6. _____ In order to participate in the EPP Clear Administrative Services Credential Program, I will conduct myself in a respectful and professional manner as stipulated in the CASC Handbook.
7. _____ I will complete surveys, evaluations, assessments in a timely manner when requested by the Program.
8. _____ Successful completion of this Program will result in recommendation for a CA Administrative Services Credential, which must be renewed every five years.

CASC Coach's Checklist

Candidate's Name _____ **Coach** _____

	Introduction of Candidate
	Candidate's Work Context
	Assessment of Proficiencies (CPSELS) _____ Pre-assessment, Year 1 assessment, and end of Year 2. _____ Candidate must have an average of 3 overall at the end of Year 2.
	Individualized Leadership Plan (ILP) _____ Goal 1 _____ Evidence _____ Self-Evaluation _____ Goal 2 _____ Evidence _____ Self-Evaluation _____ Goal 3 _____ Evidence _____ Self-Evaluation _____ Goal 4 _____ Evidence _____ Self-Evaluation _____ Goal 5 _____ Evidence _____ Self-Evaluation _____ Goal 6 _____ Evidence _____ Self-Evaluation
	Reflections _____ End of Year 1 reflection _____ End of Year 2 reflection _____ Long Term Goals _____ Short Term Goals
	Professional Development _____ Year 1: Candidate attended 4 Seminars, 10 hours of Independent Professional Development, and Networking Groups (5 hours) _____ Year 2: To be determined.
	Coaching _____ Candidate received two years of continuous coaching.
	The ILP signed by supervisor, coach, and candidate (Pre and Post)
	Signed Copy of e-Portfolio Check List

Coach

Date

CASC Evaluator’s Checklist, Year 2

Candidate’s Name _____ **Coach** _____

	Introduction of Candidate
	Candidate’s Work Context
	Assessment of Proficiencies (CPSELs) _____ Pre-assessment, Year 1 assessment, and end of Year 2. _____ Candidate must have an average of 3 overall at the end of Year 2.
	Individualized Leadership Plan (ILP) _____ Goal 1 _____ Evidence _____ Self-Evaluation _____ Goal 2 _____ Evidence _____ Self-Evaluation _____ Goal 3 _____ Evidence _____ Self-Evaluation _____ Goal 4 _____ Evidence _____ Self-Evaluation _____ Goal 5 _____ Evidence _____ Self-Evaluation _____ Goal 6 _____ Evidence _____ Self-Evaluation
	Reflections _____ End of Year 1 reflection _____ End of Year 2 reflection _____ Long Term Goals _____ Short Term Goals
	Professional Development _____ Year 1: Candidate attended all Seminars and Networking sessions. _____ Year 1: Candidate attended 4 Seminars, 10 hours of Independent Professional Development, and Networking Groups (5 hours) Comments, if needed:
	Coaching _____ Candidate received two years of continuous coaching.
	The ILP signed by supervisor, coach, and candidate (Pre and Post)
	Signed Copy of e-Portfolio Check List

Evaluator 1**Evaluator 2****Date**

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 eppscolar.scoe.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 Educator 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.

