

Educator Preparation Programs

Clear Administrative Services Credential Program

EDUCATION PREPARATION FOR EQUITY,
INCLUSION & SOCIAL JUSTICE
IN EDUCATION

epps.chancellor.sccoe.org

Program Candidate Handbook 2022-2023

Mary Ann Dewan, Ph. D,
County Superintendent of Schools

Contents

Welcome Message	4
Educator Preparation Programs Department Directory	5
Santa Clara County Office of Education Mission and Goals	6
<i>Mission Statement.....</i>	<i>6</i>
<i>Goals.....</i>	<i>6</i>
<i>SCCOE Board Policies.....</i>	<i>6</i>
Clear Administrative Services Credential Program	7
<i>Education Preparation for Equity, Inclusion, and Social Justice</i>	<i>7</i>
<i>Mission</i>	<i>7</i>
<i>Vision.....</i>	<i>7</i>
<i>Educator Preparation Programs Accreditation</i>	<i>7</i>
<i>Educator Preparation Programs Advisory Board.....</i>	<i>7</i>
<i>Evaluation of Program</i>	<i>7</i>
<i>Non-Discrimination</i>	<i>7</i>
<i>Program Learning Outcomes.....</i>	<i>8</i>
<i>Program Rationale</i>	<i>8</i>
<i>Individualized Leadership Plan</i>	<i>9</i>
<i>Coaching.....</i>	<i>9</i>
<i>Professional Development.....</i>	<i>9</i>
<i>Assessment.....</i>	<i>10</i>
<i>Demonstration of Competency.....</i>	<i>10</i>
<i>Phases of Clear Administrative Services Credential (CASC) Program</i>	<i>10</i>
<i>Placement.....</i>	<i>11</i>
Policies and Procedures.....	12
<i>CANVAS (Learning Management System)</i>	<i>12</i>
<i>Student Enrollment System https://eppscholar.sccoe.org/.....</i>	<i>12</i>
<i>Tuition and Tuition Policies</i>	<i>12</i>
<i>Title IV Federal Student Aid Disclosure</i>	<i>12</i>
<i>Written Assignments.....</i>	<i>12</i>
<i>Attendance.....</i>	<i>13</i>
<i>Absence Due to Religious Holiday</i>	<i>13</i>
<i>Adverse Credential Actions.....</i>	<i>13</i>
<i>Program Completion</i>	<i>13</i>
<i>Leave of Absence.....</i>	<i>13</i>

Acts of Dishonesty 13

Plagiarism..... 14

ADA Accommodations..... 14

Program Dismissal..... 14

Ethical Principles Professional Responsibilities – Code of Conduct 14

Grievance and Appeals Process..... 15

Notification of Changes..... 15

Office Hours..... 15

Appendix..... **16**

CASC (Tier II) Rubric 16

Welcome Message

The Santa Clara County Office of Education (SCCOE) Educator Preparation Programs 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 and Social Justice.

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

The Education Preparation for Inclusive Classrooms (EPIC) program began in 2015 and offers the Preliminary Early Childhood Special Education, Mild to Moderate, and Moderate to Severe Disability credentials. We also support teachers in obtaining their Clear credential in Mild to Moderate, Moderate to Severe and Early Childhood Special Education.

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 taking this 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

Program Information available at <https://eppscholar.sccoe.org/>

Educator Preparation Programs Department Directory

Educator Preparations Programs
1290 Ridder Park Dr., MC 232
San Jose, CA 95131
(408) 453-4258

Adora Fisher Executive Director	afisher@sccoe.org	408-453-4257
Anna Moore Director	anmoore@sccoe.org	408-453-4256
Kalpana Thatte Program Coordinator/ Student Advisor	kthatte@sccoe.org	408-453-4259
Brenda Mariano-Paz Administrative Assistant	bmarianopaz@sccoe.org	408-453-4258
Celina Gutierrez Program Specialist	cegutierrez@sccoe.org	408-453-6522
Lonni Gause Educator Resource Center Technical Specialist	lgause@sccoe.org	408-453-4255

CASC Coaches

Dr. Mary Stone, Administrative Coach and Cognitive Coaching Provider

Barbara Anderson	Barbara Minneti
Dr. Judy Barranti	Dr. Francisca Miranda
Dr. Iris Berke	Dr. Emerita Orta-Camilleri
Thelma Boac	Dr. Hedwig Rucker
Marshall Burgamy	Kathy Shepard
Dr. Jacki Horejs	April Scott
Glen Ishiwata	

Santa Clara County Office of Education Mission and Goals

Mission Statement

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

Goals

Improve access to inclusive, equitable, high-quality education
Provide quality support to districts, schools, students, and communities
Be a premier service organization

SCCOE Board Policies

All program participants must adhere with 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

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 principals 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.

Vision

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 (CSTPs/teachers) and the California Professional Standards for Educational Leaders (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 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 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 meet quarterly to receive updates of 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.

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.

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

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. The SCCOE believes the best learning is job embedded. Therefore, the training program is built and customized to each candidate's work needs and responsibilities. Candidates examine data to reflect and determine next steps in their progress as an essential process with their team that 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 assessment used throughout the year addressing and describing 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 to 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.

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. 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 ongoing development of individuals and organizations as they become more self-directed and reflective. The training for coaches also aligns the CSPELs and the descriptions of practice outlined in *Moving Leadership Standards into Everyday Work* to their work with the candidates.

Individualized Leadership Plan

With assistance from the coach and input from the immediate supervisor each candidate develops an ILP. The role of the candidate’s site supervisor enhances our collaborative approach in 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.

Coaching

Coaching is the 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 the 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 once a month 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. 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.

Professional Development

The SCCOE provides professional development annually through seminars and networking sessions in both Years 1 and 2. The coaches are active participants in our 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 seminars per year.

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 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.

Phases of Clear Administrative Services Credential (CASC) Program

CASC is an individualized, job-embedded program. It is primarily coaching-based and includes an ILP, professional learning, and ongoing assessment.

Candidates will engage in a two-year program that requires each candidate to participate in a series of seminars and one-on-one coaching. A coach will be provided to each candidate. The coach will work with each candidate throughout the two-year program. Each candidate will be required to maintain an ePortfolio containing an ILP, reflections, candidate information, artifacts, assessments, and coaching logs. Upon successful completion of the two-year program the candidate will be recommended to the California Commission on Teacher Credentialing to be granted the

Professional Clear Administrative Services Credential.

Phase 1: Admission Requirements

Submission of application materials by eligible participants are to include:

- Completed application
- 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 his/her goals associated with the workplace responsibilities.

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)

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.

Policies and Procedures

CANVAS (Learning Management System)

Canvas is used to house candidates ePortfolios. The ePortfolio provides the candidates with the opportunity to reflect on the professional development, coaching activities, and progress toward their CPSEL goals. Candidates may also document their current leadership experiences and reflect on them in a manner that captures their learning. ePortfolios are required of all candidates and are viewed as a significant part of the candidate’s reflective practice as an instructional leader.

Student Enrollment System <https://eppscolar.sccoe.org/>

The department uses EPPScholar as our student enrollment system to maintain your information. Please keep your personal contact information current. Tuition and fees are to be paid through EPPScholar. Grades from the CANVAS system are transferred to EPPScholar.

Tuition and Tuition Policies

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

- CASC tuition is separated into four coaching quarters per year. All tuition payments must be received prior to the due date posted on the payment schedule.
- Coaches may not accept tuition payments.
- Payments are to be made in EPPScholar using a credit or debit card. You may write a check to SCCOE. Please know that if you choose to pay by check, this may delay processing. We do not accept cash.
- A late fee of \$75 will be charged if payment is received after the due date.
- Refunds are not available on application fees or once coaching has begun.
- LEAP makes every effort to keep costs to a minimum. Fees listed in published schedules or student accounts may need to be increased to assure ongoing program improvement, meet changing CTC requirements, and keep in line with comparable program expectations. Therefore, LEAP 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 a particular coaching quarter has begun. All LEAP listed fees should be regarded as estimates that are subject to change.

Title IV Federal Student Aid Disclosure

Educator Preparation Programs does not provide Form 1098-T to students enrolled in our programs. Form 1098-T is only provided by an eligible educational institution that reports, among other things, amounts paid for qualified tuition and related expenses. 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.

Written Assignments

As a leader it is important to develop professional communication habits including writing for different audiences. The CASC Program is a graduate level Program. It is an expectation that

written assignments citing research will be written in a scholarly fashion and meet APA style format guidelines. 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 is 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 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.

Adverse Credential Actions

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 reinstated 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.

Program Completion

Once you have completed the two-year program and the program requirements, the Program Staff will review your ePortfolio. Upon successful review of the ePortfolio, the Educator Preparation Programs Department staff will provide you with a Verification of Completion Letter which will allow you to apply for your Clear Administrative Services Credential.

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 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 the candidate may restart the program the where they left off. A \$75 Reinstatement Fee will be added to the candidates' 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.

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, accidental plagiarism, buying assignments and inaccurate authorship. Candidates suspected of plagiarism will be counseled and may be reported to the CTC which could put their credential at risk.

ADA Accommodations

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the candidate must provide Program Administrators with documentation 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 EPP program coordinator. Once documentation is on file, arrangements for reasonable accommodations will be made. Candidates will then work with faculty directly for their approved accommodations.

Program Dismissal

Dismissal from SCCOE's Educator Preparations Programs may occur due to:

1. Inadequate Academic Performance or Progress or
2. Failure to adhere to the Ethical Principles Professional Responsibilities (see below)

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

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

Ethical Principles Professional Responsibilities – Code of Conduct

Candidates participating in the LEAP shall adhere to the American Association of School Administrators professional ethical principles.

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 certification 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.

Notification of Changes

It is the responsibility of the student to notify the Educator Preparation Programs Department Staff of changes in employment, work location, credential or changes in contact information.

Office Hours

Appointments will be available during regular business hours (M-F 8:00 a.m. to 5:00 p.m.) with LEAP Administration and can be scheduled by email or by phone. Faculty appointments are scheduled individually with each faculty member.

Appendix

CASC (Tier II) Rubric

CATEGORY	Exemplary (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	RATING
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 e-ePortfolio. Required elements reveal an understanding and growth related to the Individualized Leadership Plan.	All required elements are in the e-ePortfolio. Required elements reveal surface knowledge of goals related to the Individualized Leadership Plan.	Some of the required elements are unaccounted 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 and work samples is related to the candidate's goals.	
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 describes growth and does 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 not easy to follow, artifacts not easily located, choice of font and colors often distract from content. Content appears cluttered and 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