Educator Preparation Programs

LEAP
Leaders in Educational Administration Program

EPIC
Education Preparation for Inclusive Classrooms

EDUCATION PREPARATION FOR EQUITY, INCLUSION & SOCIAL JUSTICE IN EDUCATION

epp.sccoe.org

Program Candidate Handbook 2019-2020

Mary Ann Dewan, Ph. D,
County Superintendent of Schools
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 Education Preparation for Inclusive Classrooms (EPIC) program began in 2015 and offers the Preliminary Early Childhood Special Education and Moderate to Severe Disability credentials. We also support teachers in obtaining their Clear credential in both General Education and Special Education.

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.

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
Director of Educator Preparation Programs

MAK Kegelmeyer
Assistant Director of Educator Preparation Programs

Program Information available EPP.sccoe.org
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

Educator Preparation Programs

Accreditation
EPIC Intern Credential, the Clear Teacher Inductions, and the LEAP 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 regards 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.
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EPIC
EDUCATION PREPARATION FOR INCLUSIVE CLASSROOMS
A Credentialing Program for Education Specialists
epic.sccoe.org
Education Preparation for Inclusive Classrooms (EPIC)

Program Description
Education Preparation for Equity, Inclusion, and Social Justice

Mission
To build leadership capacity to effectively teach ALL students, ensuring that ALL students are provided a quality educational experience, with access to the general education standards with appropriate adaptations and modifications as needed.

Vision
To provide new teacher specialists with effective strategies that will engage ALL students with access to curriculum with effective teaching strategies and needed supports.

Program Learning Outcomes

*Education Preparation for Inclusive Classrooms (EPIC)* provides a cohesive and comprehensive curriculum which integrates course work, field experiences, and technology. EPIC has a concentration in supporting students with varying disabilities in inclusive settings. The EPIC program is approved by Commission on Teacher Credentialing (CTC). Outcomes reflect alignment with all program standards for preliminary education specialist credentials (moderate/severe and early childhood special education) and the clear education specialist induction program.

Designed for candidates to demonstrate the ability to:

- Understand and organize subject matter for ALL student learning
- Assess ALL Student Learning
- Engage and Support ALL Students in Learning
- Plan Instruction and Design Learning Experiences for ALL Students
- Create and Maintain Effective Environments for ALL Student Learning
- Develop as a Professional Educator
Program Overview

The EPIC Program is designed for the working college graduates wishing to pursue a preliminary credential in Special Education or seeking to clear multi-subject, single subject or education specialist credentials. The program is developed to prepare candidates to become educators with a focus working in and advocating for inclusive environments. Quarter system classes are offered onsite at the Santa Clara County Office of Education, or in a hybrid format. Because our program is designed for the working professional, our courses are offered weekdays in the early evening hours, as well as weekends during the day. Coursework for the preliminary credentials covers a two-year period, with candidates also working as interns during their second year. Participants will move as a cohort through the program, sharing their learning experiences and beginning cross program collaborations that will assist them throughout their careers as Education Specialists. The Clear Education Specialist Induction Program is held online and is a two year job embedded coaching program with just-in-time support and Education Symposia for ongoing professional development and peer collaboration.

Credentials Offered

The EPIC Educator Preparation Programs is designed to offer candidates both core and advanced specialization training in the delivery of special education services from infancy to adulthood in inclusive settings. It will prepare candidates in principles and techniques applicable to individuals with moderate/severe disabilities and children birth to age 5 years who have disabilities. The EPIC Credentialing Program offers two Education Specialist Credentials Levels: Preliminary and Clear.

The Commission on Teacher Credentialing (CTC) provides the professional standards for the Education Specialist credentials as follows:

The purpose of the Commission is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California’s public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices. Special Education (Education Specialists Instructors) Credentials authorize the holder to teach in the disability areas of specialization such as Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Visual Impairments, Physical and Health Impairments, and Early Childhood Special Education.

Authorization: The Education Specialist Instruction Credential authorizes the holder to conduct Education assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individual in the area of specialization listed on the credential in the following settings:

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Phases of Preliminary Educational Specialist Program

The *Educational Preparation for Inclusive Classrooms – EPIC* Preliminary experience prepares candidates to become teacher specialists in an inclusive classroom. It provides instructional and experiential opportunities to work with families, develop collaborative skills and become proficient classroom managers. Candidates learn from the best experts in the field—current and past teachers, special education directors and scholars.

Three Phases of Preliminary ECSE or M/S Educational Specialist Credential

The preliminary credential leads to a certificate of eligibility, or preliminary Educational Specialist credential. *Educational Preparation for Inclusive Classrooms – EPIC* Preliminary candidates will engage in a 2-year experience that requires 16 courses of instruction. These 45 quarter units include opportunities to apply concepts presented, learned or exposed with support through assignments and guided fieldwork experiences during the internship phase. An instructional mentor will be provided to each candidate as they advance into their internship phase.

**PHASE 1: Admission Requirements**
- Application (online)
- Letter of Intent
- Letters of Recommendation
- Verification of Eligibility
- Analysis of application materials
- Interview

**PHASE 2: Program/Curriculum Progression**
- 16 courses or 45 quarter units of classes – (Year 1 & Year II)
- Fieldwork experience with Coach/DSP/Advisor (Year II)
- Procure internship before Year II
- Apply for Internship Credential

**PHASE 3: Program Completion**
- Consecutive quarter enrollment
- Completion of all required coursework, fieldwork and portfolio
- Attendance at mandatory events
- Completion of Internship with support from EPIC mentor and District Support Provider
- Apply for Preliminary Credential

- Preliminary Early Childhood Special Education (ECSE): Authorizes service to infants, toddlers, and young children with stated disabilities and their families.

- Moderate/Severe Disabilities (M/S): Includes autism, deaf-blindness, moderate to severe intellectual and developmental disabilities, multiple disabilities, serious emotional disturbance, and authorizes service in grades K-12 and classes organized primarily for adults through age 22 years.

This is the most common Fall pathway. Winter admits will take additional coursework during the summer in order to complete the requirements so that they will be able to intern during their first Fall in the program.
PHASE 1: Admissions Requirements
Submission of application materials by eligible participants are to include:

- Application (online)
- Letter of intent
- Two signed Letters of Recommendation
- Verification of Eligibility
  - BA
  - Passed CBEST
  - US Constitution Course/Exam
  - CSET (must have taken, or registered at least one subtest by time of admittance)
- Analysis of application materials.
- Each applicant participates in an online candidate interview
- Foreign Transcripts
  - Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a full or course-by-course complete evaluation from an agency approved by the Commission on Teacher Credentialing for Foreign Transcript evaluation of foreign transcripts, degrees, and other relevant documents from outside the United States prior to applying to the SCCOE Preliminary Intern Credential Program. For more information please visit: [http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf](http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf)

PHASE 2: Progression through the Program/Curriculum
Participates in face-to-face, or online coursework that is grounded in the California Teaching Performance Expectations (TPE). Working in cohort groups, students will collaboratively explore literature, theories, and the application of these standards. Internship classes meet once a month.

Year I
Both Credentials ~ ECSE and M/S
- Curriculum for Inclusive Classroom (Case Study & Methods and Models)
- Classroom Management
- Typical/Atypical Child Development
- Working Within Language Diverse Communities
- Development of Language/Literacy
- Medical/Health Aspects, Movement & Mobility
- Augmentative Alternative Communication & Assistive Technology
- Autism Spectrum Disorder Courses

Year II
Both Credentials ~ ECSE and M/S
- Assessment Strategies
- Family Systems and Parent Education
- Professional, Legal and Ethical Aspects of Special Education
- Collaboration

Year II
ECSE Early Childhood Specialist Credential ONLY
• Intervention for Young Children with Special Needs
• Infant/Toddler Intern/Field Experience
• Seminar in Teaching and Learning
• Coaching/eportfolio

(Prior to entering internship status, Moderate to Severe Candidates must have passed all three subsets of the CSET)

Year II
M/S Moderate/Severe Specialist Credential ONLY
• Curriculum and instruction for Individuals with M/S Disabilities
• Reading and Language Arts
• Seminar in Teaching and Learning
• Coaching/eportfolio

There will be additional days spent in orientations, and various instructional symposiums.

Your teaching internship will account for the remainder of the program. These experiences will be credential specialization specific. A program or district coach will serve as internship mentor. Your District will identify your own DSP (District Service Provider). Advising will be available for one hour before each Tuesday, Wednesday, and Thursday class by appointment and drop-in.

PHASE 3: Completion
• Participants are expected to enroll during consecutive quarters. (Extensions may be granted for specific circumstances).
• Successful completion of the required Preliminary Credential-coursework and signature projects.
• Successful completion of fieldwork, end of course reflections, and an ePortfolio project.
• Passing Score on the RICA (ECSE exempt)
• Attendance at the Orientations and applicable symposiums.
Accelerated Pathway

The EPIC ACCELERATED PATHWAY is designed for teachers with a California Clear Teaching Credential. Candidates will earn a CLEAR Education Specialist Credential in the applicable area of specialization.

The Accelerated Pathway for candidates with a Clear Single Subject or Multi-Subject Credential consists of 9 courses in a blended format of face to face and online instruction with SPED 542 an online intern seminar and SPED 780 coaching.

Both Credentials
SPED 620 Assessment Strategies – Blended
SPED 623 Professional Legal and Ethical Aspects of Education
SPED 410 Special Topics in Autism – Blended
SPED 408 Medical and Health Aspects, Movement and Mobility
SPED 409 AAC/AT – Online with one lab day
SPED 402 Classroom Management
SPED 405 Typical/Atypical Child Development

Moderate to Severe Only
SPED 540 MS Curriculum and Instruction ~ Moderate to Severe
SPED 541 MS Reading and Language Arts ~ Moderate to Severe – Blended

ECSE Only
SPED 530 E Curriculum and Instruction ~ ECSE
SPED 531 E Infant and Toddler Fieldwork - Blended

The Accelerated Pathway for candidates seeking an additional Clear Education Specialist Credential is based on a transcript analysis, consists of courses in a blended format of face to face and online instruction with an online intern seminar and coaching.

Our Program is built around a framework of High Leverage Practices (HLP) in Special Education and for Inclusive Classrooms.

The criteria for application is a
- clear teaching credential
- official transcripts
- a full time teaching position in either
  - an inclusive classroom which has students with Moderate to Severe disabilities, or in the category of ECSE, for which you are the teacher of record
  - an SDC classroom for students with Moderate to Severe disabilities or in the category ECSE
  - an ECSE early intervention program
  - an RSP position serving students with Moderate to Severe disabilities or in the category of ECSE
Coursework

The EPIC Credentialing Program hires faculty to deliver instruction and monitor candidate’s academic progress. Candidates are enrolled in a cohort and take quarter classes together. All Candidates are required to come prepared for class with a laptop or tablet to access course materials. The program is not responsible for lost, stolen, or damaged electronic devices.

Candidates must successfully complete courses and demonstrate growth towards meeting the Teaching Performance Expectations (TPEs for the Preliminary Education Specialist) and the California Standards for the Teaching Profession (CSTP for the Clear Education Specialist) as well as all other requirements of the Commission on Teacher Credentialing (CTC) to be recommended for the appropriate credential.

Course Equivalencies – Non-ACCELERATED Pathway

Course equivalencies are only accepted for EPIC preliminary traditional pathway coursework. Requests are considered individually by course only after the $75 fee is paid and must be submitted via Caesar at least one week prior to the start of class. Course equivalency requests will not be accepted after the start of class. It is advised that students notify the EPP program staff of their request via email at epic@sccoe.org once they pay for and submit the request on Caesar. The applicable syllabus and transcript must be submitted for consideration. The course must have been taken within the last 10 years. There are a number of things that are considered when a course is being evaluated for equivalency:

- Comparison to EPIC course syllabi in terms of content, assignments and TPEs or CSTPs
- Infusion of current terminology and practice
- Developments in the field
- Connection to Inclusion, Special Education and Equity Principles
- Level of course (Bachelor’s, Master’s or Doctorate)

Course Equivalencies – ACCELERATED Pathway

Course equivalency requests are not accepted for those students on the Accelerated Pathway with a Clear Multi-Subject or Single Subject Credential. Their pathway to the Education Specialist Credential is pre-determined based on their base credential.

Course equivalencies for those students on the Accelerated Pathway with a Clear Education Specialist Credential are based on a $225 transcript analysis. Their pathway is determined based on this analysis.
Course Descriptions

SPED 401CS  Curriculum for Inclusive Classrooms – Case Study
SPED 401MM Curriculum for Inclusive Classrooms – Methods and Models
These are blended learning courses conducted via face to face classes complemented by asynchronous Canvas discussions.
Providing accommodations and differentiating instruction are essential practices for special educators. Education should support all students’ learning and their ability to learn. Candidates will observe and explore various curriculum and strategies to use in the inclusive classroom for all children, including children with disabilities and those who are learning English. There will be a focus on research-based approaches for designing, adapting, prescribing, and delivering instruction in content areas with special emphasis on progress monitoring. Relevant standards and curriculum will be examined with the goal of designing standards-based, individualized instruction that is functional, appropriate, and systematic for all students who have special needs, including students with cultural, linguistic socio-economic, gender and sexual orientation diversity considerations. Candidates will clearly understand how to access the general education curriculum and support all students with active participation in every lesson with the necessary supports, services and adaptations required for individual students. Methods and Models provides the broad overview whereas Case Study affords an in depth look at one inclusive environment circumstance.

SPED 402. Classroom Management
Fundamental course in learning, learning theory, behavior, behavioral theory, effective teaching and the principles and procedures of applied behavior analysis with applications to the early childhood, special, and general education classroom emphasizing safe schools for all. Focus will be on strategies for increasing individual learning and providing positive behavioral support to students in the classroom, while also teaching students to be successful, self-advocating self-managers. Assessment, documentation, and positive approaches to prevention to promote positive behaviors and self-regulatory behaviors as well intervention for disruptive and aggressive behaviors will be demonstrated. Primary emphasis is placed on effective, efficient, and socially valid instruction of young children and students with moderate to severe learning and behavior disabilities.

SPED 403. Collaboration
Teaming, partnerships, and collaboration are practices that special educators must embrace and continually hone and refine. Attitudes, skills, and dispositions that foster healthy and productive collaborative relationships are essential for working with teams to provide services for individuals with disabilities. This course focuses on these attitudes, skills, and dispositions, and empowers special educators to examine the benefits and challenges of collaborating with others to maximize the learning potential of every student, including students who are culturally and linguistically diverse.
SPED 405. Typical/Atypical Child Development
This course is designed to introduce the student to the rich variety of typical and atypical growth and developmental patterns in infants, children and youth who may or may not be an English learner. Concepts will be presented through a developmental domain perspective. Disabling conditions and risk factors will be presented in relationship to environment and neurodevelopment. Students will identify these conditions and have a sense of how they may impact development and learning. Students will have the opportunity to compare and contrast developmental scales and compare a child with and without disabilities, and at risk populations (including an English learner) to those scales.

SPED 406. Working with Language Diverse Communities
The course is intended for students who will work with families of children with special needs within language diverse communities and may be English language learners. Students will learn about cultural values, including inter- and intra-group differences, health and healing values, attitudes toward individuals with disabilities, child rearing practices through the exploration of underlying concepts such as acculturation and assimilation, intervention strategies/support services and language issues. The course will investigate family support principles as a key strategy in working with language diverse families. The course is designed to facilitate the student’s development of critical analytical skills in the evaluation and interpretation of cross-cultural issues in theory and practice.

SPED 407. Development of Language and Literacy
This course will increase the student’s knowledge base concerning the learner, the teacher, the language-learning process, normal and atypical language acquisition, learning environments, learning styles, language learning strategies, second language learning and key theoretical perspectives on language learning and development. Current and past practices concerning speech and language acquisition will be reviewed. Information concerning language and early literacy development will assist the student to become a competent collaborator in terms of developing language development programs and a decision-maker regarding referrals for further assessment.

SPED 408. Medical Health Aspects, Movement and Mobility
This course will introduce the students to the health, safety and nutrition knowledge important in working with young children with special needs and children/youth with Mild to Moderate disabilities. Course content includes medical and health problems evolving from perinatal developmental risk factors, and/or chronic medical conditions. Introduction to the medical team functions, interpretation of medical histories; specialized medical equipment and feeding procedures; handling children with physical disabilities; family reactions and coping strategies; and community resources are addressed.

SPED 409. Augmentation & Alternative Communication and Assistive Technology
This is a blended learning course primarily conducted online via synchronous Zoom sessions complemented by asynchronous Canvas discussions. There is one in person lab day.
This course is designed to provide candidates with the skills required to work effectively with children and youth who may need an augmentative and alternative communication system (AAC) and/or other assistive technology. The focus of this course will be on understanding the different forms of AAC and assistive technology (AT) to support the students with whom they will work. There will be a very strong emphasis on familiarity of AAC and AT tools, devices, augmentative aides and specific technology to support social interactions, accessing the general education
curriculum and independence. Portions of this course will be held in the SCCOE AAC/AT Lab where candidates will be given hands-on experience.

SPED 410. Autism Spectrum Disorder
This is a blended learning course face to face classes complemented by synchronous Zoom sessions. Specific dates for the Zoom sessions will be posted on Canvas
The purpose of this course is to supplement participants’ previous experience/training to become either a special education teacher or related service provider with specific knowledge necessary to work effectively with students with Autism Spectrum Disorders (ASD). Students will begin by reviewing the historical viewpoint, the current DSM-V criteria, neurological/biological aspects of ASD and the characteristics of students with ASD. Current theories of causation and the effects of autism on family members will be explored. Students then will be presented with intervention practices that have been demonstrated to be effective. The content will be conveyed through lecture, discussion, first person accounts. Also, case studies, videos, and small group projects and small group quizzes will be incorporated into the class.

SPED 530 E. Intervention for Young Children with Special Needs
The purpose of this course is to develop the skills necessary to provide quality intervention for young children with special developmental needs from birth to five years of age. It includes a study of the philosophies of early intervention, curricula resources and research-based intervention models and strategies. Assignments promote opportunities to simulate a variety of intervention techniques and to think critically about how relationships, environments, and materials affect a child’s experience of intervention. Evidence-based intervention approaches for specific disability areas such as visual impairment, physical impairment, autism spectrum disorders and general developmental delay will be investigated. Class discussions and assignments will expand on information provided in assigned readings and acquired through field experience.

SPED 531 E. Infant/Toddler Intern/Field Experiences
This is a blended learning course conducted via face to face classes complemented by synchronous Zoom sessions. The first class is held face to face in December with monthly virtual discussions during which time period fieldwork hours MAY be fulfilled. Most of the instruction will be held during face to face sessions during the summer.
This internship is an advanced level supervised field experience that focuses on teaching/ intervention with birth -5 year olds within natural environments and least restrictive environments for inclusive practices. This is a performance-evidenced experience that requires direct observation by an assigned SCCOE Early Start Program Teacher. Candidates will be expected to provide documented evidence related to demonstrated competency in relation to referral, assessment, IFSP/IEP/BSP processes, home-based intervention, classroom instruction, materials and classroom modification, consultation, collaboration, co-teaching, in-service training, behavioral planning and intervention for children of all learning levels including English learners. Observations and practical experiences across age groups and educational settings for which the education specialist credential will be certified are mandatory. Candidates must also provide evidence of working with English language learners with concurrent special education IFSP/IEP documented needs.
SPED 540 MS. Curriculum and Instruction for Individuals with MS Disabilities
This course examines curriculum, behavior, communication skills and the needs of children and youth with moderate to severe disabilities. It focuses on implications and evidence-based methods of assessment and curriculum development for individuals who are moderately, severely, or profoundly developmentally delayed or have multiple disabilities. Included is information on curriculum adaptation, self-advocacy and residential services. Special attention will be given to the challenges of teaching mathematics. This course discusses positive behavior intervention planning and communication skills strategies that allow individuals with a wide range of disabilities and English Learners to participate in inclusive education settings.

SPED 541 MS. Reading and Language Arts
This course examines concepts in reading including formal and informal methods for determining a student's reading ability in order to plan effective instruction. Methods and materials for the sequential development of decoding, encoding, fluency, vocabulary and reading comprehension will be discussed and practiced. The impact of all levels of students who are learning English within the development of learning reading will be addressed throughout the course.

SPED 542 Seminary in Teaching and Learning ~ FALL
This is a blended learning course primarily conducted online via synchronous Zoom sessions which are complemented by asynchronous Canvas discussions.

The Fall Seminar in Teaching and Learning Education Specialist Course is intended for candidates who will work with Moderate to Severe, Mild to Moderate and families of young children with special needs. Candidates will learn about the High Leverage Practices, Recommended Practices for Early Childhood Education and the California Infant/Toddler and Preschool Learning Foundations for teaching young children with disabilities (as applicable). Through their coursework and fieldwork the candidate will learn and demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of every child in the classroom setting, and to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of all students with disabilities. Candidates will learn how to create inclusive learning environments and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities and students who are English language/dual language learners, in the special education setting. Candidates will learn how to collaborate with professionals and families to support all children in the classroom.

The focus will be on classroom design, positive behavior intervention supports and group contingencies. The course will include a review of the psycho-social stages of development in children (Maslow, Erikson and Kohlberg).

SPED 542 Seminary in Teaching and Learning ~ WINTER
This is a blended learning course primarily conducted online via synchronous Zoom sessions which are complemented by asynchronous Canvas discussions.

The Winter Seminar in Teaching and Learning Education Specialist Course is intended for candidates who will work with Moderate to Severe, Mild to Moderate and families of young children with special needs. Candidates will learn about the High Leverage Practices, Recommended Practices for Early Childhood Education and the California Infant/Toddler and Preschool Learning Foundations for teaching young children with disabilities (as applicable). Through their coursework and fieldwork the candidate will learn and demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive
learning environments to meet the needs of every child in the classroom setting, and to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of all students with disabilities. Candidates will learn how to create inclusive learning environments and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities and students who are English language/dual language learners, in the special education setting. Candidates will learn how to collaborate with professionals and families to support all children in the classroom.

The focus will be on group contingencies, embedded instruction, and putting together all of the elements of high leverage practice together toward designing a classroom with built-in inclusive practices. The course will include a review of a child’s social-emotional and cognitive development in the context of structuring classroom environments and guiding instructional practices. (Piaget, Kohlberg, Erikson and Maslow)

**SPED 620. Assessment Strategies**

*This is a blended learning course face to face classes complemented by synchronous Zoom sessions. Specific dates for the Zoom sessions will be posted on Canvas*

Survey of standardized and non-standardized assessment techniques and how they are employed to identify, develop programs, and monitor performance of young children and youth with disabilities. Critical skills and experiences with using these techniques and interpreting the results will be presented so that candidates can become competent assessors of at-risk students as well as effective members of IFSP, IEP, or ITP decision-making teams. Students will administer formal assessment instruments, construct, administer and evaluate informal assessments as well. Attention is given to techniques required to ensure nonbiased, nondiscriminatory assessment and compliance with public law. The course includes hands-on practice selecting, administering, scoring, reporting and interpreting alternative methods of assessing young children and youth with mild to moderate and moderate to severe disabilities. Included are the following: a review of recommended practices in assessment and education; alternative methods such as observations, portfolios, curriculum-based, play-based and ecological assessment. Focus will also be on report writing and skill-building in translating assessment results into educational planning. Class lectures, discussions, activities and assignments offer opportunities for hands-on and simulated experiences with a variety of assessment methods and tools included in the rich array of alternative or informal assessments that may include but are not limited to the California English Language Development Test (CELDT), English Language Proficiency Assessments for California (ELPAC) or Comprehensive Alternate Language Proficiency Survey (CALPS) for Students with Moderate/Severe Disabilities.

**SPED 622. Family Systems and Parent Education**

This course is designed to provide candidates with the skills required to work effectively with the families of children and youth with disabilities and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem solving skills, active listening, utilization of parent interview techniques in family assessment and methods for assessing educational and developmental service delivery systems. There will be a very strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. Focus will also be on characteristics of adult learners and how to facilitate effective parent education.
**SPED 623. Professional, Legal and Ethical Aspects of Special Education**  
Exploration of policy and procedures pertinent to the special education system in terms of standardized assessment, management, finance, laws, regulations, professional ethics, student placement, instruction, ethical obligations and other compliance requirements as they relate to children and youth including students with disabilities and those who are English learners at any level.

**SPED 780 Coaching**  
Supervised support, feedback and observation and coaching of interns and new teachers. This includes collaborative evaluation of the Individual Development or Induction Plan. This course is a complement to SPED 542.

**PIPs, STIPs or TPSLs Guidance Course**  
$350 per year  
*This offering is designed for individuals working under a PIP (Professional Internship Permit), STIP (Substitute Teacher Incentive Plan) or TPSL (Teaching Permit for Statutory Leave)*  
Persons working under Temporary Permits frequently find themselves in need of some additional support to serve their students. This online course is designed to serve nonEPIC as well as EPIC students. Each session of this series begins with the instructor guiding students through the types of activities a teacher would be preparing for and engaging in during that month of the school year. The course is highly interactive and allows for just-in-time collaborative problem solving for participants.  
This is a required course for EPIC students on temporary permits. **1 unit**

**RICA Continuous Enrollment Course**  
$125 per quarter/$375 per year  
Preliminary candidates who do not complete their program in two years must maintain continuous enrollment by enrolling in the online RICA continuous enrollment reading course. This course is open nonEPIC students as well. It is held online and based on the needs of the enrollees. If they do not pass the RICA after three consecutive quarters of enrollment, they will be exited from the EPIC Educator Preparation Program.
CLEAR INDUCTION –
General and Special Education Teachers

The EPIC Clear Induction Credential Program is designed to provide an option for teachers to clear their preliminary credentials through a CTC accredited program. The clear induction program provides a two-year, individualized, job-embedded system of mentoring, support and professional learning that can begin in the teacher’s first year of teaching.

The candidate is matched with a mentor(s) within 30 days of admission into the program according to credentials held, grade level and/or subject area, as appropriate to the participating teacher’s employment.

The Clear Induction Program is based on the Action Research Cycle of Plan, Teach, Reflect, Apply. The Action Research will be practical and intended to address a specific problem in a classroom, school or community. It is a cyclical not linear process. It is focused on the “how to” approach to solving a problem

Within this cycle is
- Inquiry into Teaching and Learning
- Data Collection: Assessment of Teaching and Learning
- Data Collection: What is my Context?

In the two year program there is a portfolio which covers all of the California Standards for the Teaching Profession (CSTPs) and is comprised of the elements of the Action Research Cycles, the Individual Learning Plan (ILP) (developed within the first 60 days) and Collaborative Coaching Logs. The Clear Induction Candidate has, on average, regular weekly contact with their coach for individualized support and mentoring.

There will be online Collaboratives during which clear candidates will present their cycles of inquiry to each other as part of their collaborative community of practice.

The Individualized Learning Plan (ILP) is established to develop goals that aligned with the CSTPs. ILPs may not be used for the purposes of evaluation by the employing district.

Requirements

Applicants to the Clear Induction Program are required to provide
- Proof a Preliminary Education Specialist Credential
- Verification of employment, or offer of employment, in the credential to be cleared.
- If you have a Level I Preliminary Education Specialist Credential you need to take a CTC approved course in the following areas (courses to be completed by the end of the program):
  - Health Education*: Complete a course in Health Education, including but not limited to, nutrition; the physiological and sociological effects of alcohol, narcotic and drug abuse; and the use of tobacco. This requirement must include training in cardiopulmonary resuscitation (CPR) that covers infant, child, and adult CPR skills
  - Computer Education*: Complete a course in Computer Education, including instruction in general and specialized skills in the use of computers in educational settings (For more info: http://www.ctc.ca.gov/credentials/leaflets/cl808c.pdf)
Early Completion Option (ECO)

Senate Bill 57 is legislation that allows a modified program option for exceptional experienced teachers. This option provides for qualifying candidates to complete the Induction program at a faster pace than the full two years generally required for completion of the professional teacher induction components. This option is made available to all participants if the following criteria are met:

- Eligible according to legislated criteria listed below
- Demonstrates knowledge, skills, abilities and competencies required of all teacher candidates who complete the full-length program

Eligibility

The Participating teacher must hold a Preliminary Education Specialist Credential. The intent of the law is to serve exceptional experienced candidates. If, after reviewing the criteria, the Participating Teacher feels the criteria are met, an application may be submitted to request ECO status.

Criteria

California teachers with:

- Two or more years of verified experience as teacher of record
- Rigorous exceptional evaluations from site administrators

Out of State Teachers with:

- Two or more years of verified experience as teacher of record
- Rigorous exceptional evaluations from site administrators

Process for Determining Who Qualifies

Participating Teachers are informed of the criteria and process for participating in the Early Completion Option (ECO) during the Induction Program Orientation.

Interested participants submit a packet with the following information to the EPIC Program Office:

1. ECO Application
2. Two letters of recommendation, including one from the current site administrator
3. Exceptional performance evaluations from previous two years
4. Current year formal evaluation by current Site Administrator including the ECO Formal Evaluation Summary

In October, the EPIC Credentialing Programs Administrative Committee reviews of the ECO application packet and makes the final decision regarding eligibility for the Early Completion Option.

Procedure for Completion

Participant signs an ECO Application agreeing to the following requirements for program completion:

- Participation in the New Teacher Induction Program for up to 10 school calendar months
- Attendance at all required meetings and online and in-person seminars during the year
- Completion of electronic portfolios with evidence of all California Standards for the Teaching Profession. The portfolio may be completed within 10 school calendar months. Evidence from the previous years of teaching will be permissible
- Participation will be documented through the program’s training record, Coaching Logs, electronic portfolio and a Colloquium presentation

Documentation

- An application signed by the Credentialing Programs Director or Assistant Director and the Participating Teacher (PT) that indicates that he/she is participating in ECO and has agreed to the above participation requirements for completion
- The form also indicates that the PT will be monitored during the year and if the above requirements have not been met, he/she will be required to participate in the complete second year of the program in order to successfully complete and be recommended for the Professional Clear Credential.
- The program maintains information on the number and progress of ECO participants.
- The EPIC Induction Director or Assistant Director signs the ECO Completion Form.

ECO Candidates are expected to complete all of the requirements and hours of professional development for the two year program in one year. Packet submission Deadline is no later than October 14th.

**Course Competencies**

Course assessment methods will be created by the instructors of each course and will follow normal expected college-level assessments.

Participants will complete an ePortfolio, which will consist of reflections on progress toward each TPE or CSTP and end-of-the-program reflection focused on growth in all standards. Each course has learner outcomes as a result of “unpacking” TPEs and CSTPs on which each is based. In addition, each course will support student learning through the use of formative and summative assessments.

**Evaluation of Candidate Teaching Performance**

The performance of teacher candidates, and those clearing their credential(s), will be guided by and evaluated at least annually through an analysis of the ePortfolio by a team of EPP designated coaches and/or other program staff. This support and evaluation occurs in a variety of ways across the duration of the EPIC Educator Preparation Program.

**Ongoing Inquiry and Reflection**

Teacher candidates are expected to engage in continual evaluation of their own teaching performance. Reflective observations maintained for the internship experience courses begin initially as an opportunity for careful consideration of lessons observed in field experience classrooms. As teacher candidates take on increasing responsibility for instruction, these records become a means of self-evaluation, professional inquiry, problem-posing, and critical analysis. As teacher candidates begin to plan and teach their own lessons, the opportunity to reflect is built directly into the lesson plan format. District Support Providers and EPIC Coaches read those lesson reflections when they visit the internship classroom, and are able to assist preliminary teacher candidates in further assessing their practices.

**Ongoing Professional Conversation**

EPP designated coaches are education experts handpicked for their professional knowledge and their dedication to mentoring and supporting the teacher candidates with whom they work.
candidates will be engaged in ongoing professional conversations with these experienced supervisors during all of their internship.

These professional conversations will touch on all dimensions of teaching, including (but not limited to) curriculum decision making; unit and lesson planning; instructional strategies; classroom management; interaction with students; assessment of student learning; adaptation of instruction to meet the needs of English Learners, students with identified special needs, or students with other learning challenges; communication with students’ parents; and interaction with colleagues. In these professional conversations, teacher candidates should expect to request and to receive regular feedback about their teaching performance. This ongoing feedback provides teacher candidates with meaningful guidance that is grounded in the specific context of the internship classroom. Professional conversations may be initiated by the teacher candidate, District Support Providers, or EPP designated coach. Teacher candidates are strongly encouraged to take ownership of their own professional development by asking questions of their District Support Providers and EPP designated coach. Because the routine aspects of daily practice often feel natural and intuitive to experienced teachers, they cannot always foresee which of their routines, decisions, or procedures should be discussed or explained in more detail to their teacher candidates. Candidates are encouraged to ask their support providers questions about any aspect of teaching. All questions—no matter how silly or small they might seem—are worthy of attention, and responding thoughtfully to those questions is a central responsibility of District Support Providers and EPP designated coaches.

**Formative Evaluations for Preliminary Credential Candidates**

Formative evaluations are focused on providing immediate feedback that will strengthen and improve the teacher candidate’s instructional effectiveness. The preliminary teacher candidate will be observed a minimum of 4 times per quarter during their intern year. The clear candidate will have weekly contact with their Coach for an average of 4 hours per month.

**Summative Evaluations**

A summative evaluations will be completed during the last two months of the internship placement to provide a big-picture assessment of the candidate’s accomplishments. The EPP designated coach completes the summative evaluation of the preliminary teacher candidate’s performance aligned with the competencies included in the California Teaching Performance Expectations. It will be a narrative evaluation of the teacher candidate’s performance designed to allow the District Support Providers and EPP designated coach to assist in documenting the candidate’s unique strengths and specific accomplishments as a beginning teacher. The EPP designated coach will complete summative evaluations of the clear teacher candidate aligned with the California Standard for the Teaching Profession (see Appendix)
Portfolio Overview

The education specialist has numerous responsibilities that lead to the improvement of student performance. By gaining the necessary skills, attitudes, and behaviors as outlined in the TPEs and CSTP, students have the best opportunity to acquire the knowledge and abilities required of classroom teachers in order to meet the expectations of high standards for student learning while achieving the mission and vision of the school and district. Inherent in these standards is a strong commitment to cultural diversity, inclusive practices and the use of technology.

One of the strengths of the Educational Preparation for Inclusive Programs ~ EPIC program is the reflective ePortfolio. It is a digital document that captures perspectives and reflections on student learning. The portfolio provides the participants with the opportunity to reflect on their face-to-face coursework and fieldwork activities. For Preliminary Candidates, the reflective ePortfolio integrates elements of the thirteen Teaching Performance Expectations. For Clear Candidates, it integrates the six standards for the teaching profession.

The purpose of the ePortfolio is to provide you with the opportunity to think about your coursework, fieldwork and learning plan to derive meaning from decisions made and actions completed. The portfolio is designed to have you present your current teaching experiences and to reflect on them in a manner that represents your thinking and learning. This is a requirement for all preliminary and clear credential candidates and is viewed as a significant part of your growth as an instructional leader.

Portfolio
Each candidate will create his/her own ePortfolio through their online platform. This is the location where each participant can upload documents and reflections. Participants will organize their Reflective ePortfolios based on the TPEs or CSTPs.

Coaches will provide you with guidance on what may be uploaded into your ePortfolio. Advisors, instructors, coaches, mentors, and directors will review the portfolios and provide feedback to participants, further enhancing the development of a learning community.
California Teaching Performance Expectations

Revisions Adopted, March 2013  
For Preliminary Education Specialists Credential Candidates

A. Making Subject Matter Comprehensible to Students  
TPE 1: Specific Pedagogical skills for Subject Matter Instruction  
TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments.  
Teaching English-Language Arts in a Multiple Subject Assignment  
Teaching Mathematics in a Multiple Subject Assignment  
Teaching Science in a Multiple Subject Assignment  
Teaching History-Social Science in a Multiple Subject Assignment  
TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments  
*Note: TPE1B addresses each of the thirteen statutory single subject content areas*

B. Assessing Student Learning  
TPE 2: Monitoring Student Learning During Instruction  
TPE 3: Interpretation and use of Assessments

C. Engaging and Supporting Students in Learning  
TPE 4: Making Content Accessible  
TPE 5: Student Engagement  
TPE 6: Developmentally Appropriate Teaching Practices  
TPE 6A: Developmentally Appropriate Practices in Grades K-3  
TPE 6B: Developmentally Appropriate Practices in Grades 4 – 8  
TPE 6C: Developmentally Appropriate Practices in Grades 9 – 12  
TPE 7: Teaching English Learners

D. Planning instruction and Designing Learning Experiences for Students  
TPE 8: Learning About Students  
TPE 9: Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning  
TPE 10: Instructional Time  
TPE 11: Social Environment

F. Developing as a Professional Educator  
TPE 12: Professional, Legal, and Ethical Obligations  
TPE 13: Professional Growth
# California Standards for the Teaching Profession

## California Standards for the Teaching Profession (CSTP)

### Standard One: Engaging & Supporting All Students in Learning

1.1 Connecting students' prior knowledge, life experience, and interests with learning goals
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
1.5 Promoting self-directed, reflective learning for all students

### Standard Two: Creating & Maintaining Effective Environments for Student Learning

2.1 Creating a physical environment that engages all students
2.2 Establishing a climate that promotes fairness and respect
2.3 Promoting social development and group responsibility
2.4 Establishing and maintaining standards for student behavior
2.5 Planning and implementing classroom procedures and routines that support student learning
2.6 Using instructional time effectively

### Standard Three: Understanding & Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter content and student development
3.2 Organizing curriculum to support student understanding of subject matter
3.3 Interrelating ideas and information within and across subject matter areas
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter
3.5 Using materials, resources, and technologies to make subject matter accessible to students

### Standard Four: Planning Instruction & Designing Learning Experiences for All Students

4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing instructional activities and materials for student learning
4.4 Designing short-term and long-term plans to foster student learning
4.5 Modifying instructional plans to adjust for student needs

### Standard Five: Assessing Student Learning

5.1 Establishing and communicating learning goals for all students
5.2 Collecting and using multiple sources of information to assess student learning
5.3 Involving and guiding all students in assessing their own learning
5.4 Using the results of assessments to guide instruction
5.5 Communicating with students, families, and other audiences about student progress

### Standard Six: Developing as a Professional Educator

6.1 Reflecting on teaching practice and planning professional development
6.2 Establishing professional goals and pursuing opportunities to grow professionally
6.3 Working with communities to improve professional practice
6.4 Working with families to improve professional practice
6.5 Working with colleagues to improve professional practice
6.6 Balancing professional responsibility and maintaining motivation
Council for Exceptional Children

Special Education Professional Ethical Principles Professionals Special Educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background

- Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families
- Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities
- Practicing collegially with others who are providing services to individuals with exceptionalities
- Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making
- Using evidence, instructional data, research, and professional knowledge to inform practice
- Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- Neither engaging in nor tolerating any practice that harms individuals with exceptionalities
- Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies
- Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities
- Engaging in the improvement of the profession through active participation in professional organizations
- Participating in the growth and dissemination of professional knowledge and skills

Approved, January 2010
LEAP
Leaders in Educational Administration Program

A credentialing program preparing education leaders to serve as 21st century school administrators

www.sccoe.org/leap
Leaders in Educational Administration

Program Description

**Education Preparation for Equity, Inclusion, and Social Justice**
The SCCOE Preliminary Administrative Services Program (PASC), is grounded in three dimensions: 1) Scholarship which consists of collection, analysis and utilization of data to improve performance; 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**
The mission of the LEAP program is to prepare educational leaders to transform California schools, with particular emphasis on high priority, under performing schools and schools that experience high turnover of formal school leaders. The core elements of the LEAP program reflect this mission. The program includes a carefully developed curriculum which integrates course work, and field experiences and is designed for participants to demonstrate the ability to:

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

The LEAP PASC program is based in transformative learning theory as a means to provide applicable task-oriented and program solving opportunities for candidates to earn their preliminary administrative credential (Thompson, 2013). The program design reflects the belief that the best learning is job-embedded (Davis and Darling-Hammond, 2012). In addition to the required standards-based coursework, all students will be responsible for creating an ePortfolio and for completing a Fieldwork project. The ePortfolio is a digital document that captures perspectives, reflections and evidence of student learnings.

**Program Learning Outcomes**
We deliver a cohesive and comprehensive curriculum which integrates coursework and field experiences based on the six standards of the California Professional Standards for Educational Leaders (CPSEL). These standards are now aligned to the California Administrator Performance Standards (CAPE). (See Appendix.)
California Administrative Preliminary Expectations

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

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

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

**Standard 4: FAMILY AND COMMUNITY ENGAGEMENT**  
**Course: Facilitating Teacher Growth**  
**Course Description:** Aspiring leaders will learn to facilitate teacher growth through coaching, evaluating and provide feedback to teachers to improve instructional practice. Aspiring leaders will understand and distinguish between coaching and evaluation. Aspiring leaders will learn facilitation, consultation, and mediation/problem solving skills.

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

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

Our program is designed for candidates to demonstrate the ability to:

- Facilitate a shared vision of learning focused on social justice and equity
- Build and sustain a positive school culture focused on teaching and learning
- Ensure a safe and effective learning environment
- Create culturally proficient and responsive schools
- Develop professional leadership capacity focused on social justice
- Demonstrate the connection of school success to a larger context

**California Preliminary Administrative Services Credential**

CTC document: [https://www.ctc.ca.gov/credentials/req-services](https://www.ctc.ca.gov/credentials/req-services)

California has a two-tier credential structure. A five-year preliminary credential is the first credential issued after an individual meets basic credential requirements. A professional clear credential is issued when all credential requirements have been completed.

Part I: To obtain a preliminary credential, candidates must first meet and satisfy the following requirements prior to program admission:

1. Possess one of the following:
   a. A valid clear or life California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization
   b. A valid clear or life California Designated Subjects Teaching Credential in adult education, career technical education, vocational education or special subjects provided the applicant also possesses a baccalaureate degree and holds an English learner authorization
   c. A valid clear or life California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential, requiring a bachelor’s degree and a program of professional preparation, including field practice or the equivalent

2. Pass the California Basic Education Skills Test (CBEST)
3. Complete a minimum of four years of successful teaching (full-time) experience in the public schools or private schools of equivalent status and be currently employed full time in a teaching position.

Part II: Once admitted into a program, participants must

1. Complete one of the following to be recommended for a Preliminary Administrative Services Credential based on Administrative Services Credential Program Standards:
   a. A Commission-approved program of specialized and professional preparation in administrative services which results in the formal recommendation of the program sponsor LEAP.
   b. A one-year administrative services internship consisting of supervised in-service training taken through a California college or university with an approved internship program and obtain the recommendation of a California college or university with a Commission-approved program
   c. Achieve a passing score on the California Preliminary Administrators’ Credential Examination.

2. Verification of an offer of employment in an administrative position on form CL-777. An individual who has completed requirements all of Part I and #1 of Part II above but does not have an offer of employment as an administrator may apply for a Certificate of Eligibility.

The preliminary credential is valid five years from the date of issuance. However, the Administrative Services Credential is limited by the expiration date of the prerequisite credential. It will expire with and may be renewed with the prerequisite credential during the preliminary period. By the end of the five-year preliminary period, the holder must meet the requirements for the professional clear credential.
Program Overview

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

Phases of Preliminary Administrative Services Credential Program

The PASC credential leads to a certificate of eligibility, or preliminary administrative services credential. PASC candidates will engage in a 11-month program that requires coursework, outside of class fieldwork experiences, assessment and concludes with an evaluation of a portfolio. A Fieldwork supervisor will be provided to each candidate as they advance through the program and into their administrative career.

**PHASE 1: Admission Requirements**
- Application (online)
- Letter of Intent
- Letter of Recommendation
- Verification of Eligibility
- Analysis of application materials

**PHASE 2: Program/Curriculum Progression**
- Six face-to-face courses (50% of program)
- Fieldwork experience with Supervisor (50% of program)

**PHASE 3: Program Completion**
- Completion of all required coursework, fieldwork, and portfolio
PHASE 1: Admissions Requirements
Submission of application materials by eligible participants are to include:

- Application (online)
- Letter of Intent
- Letter of Recommendation from candidate’s administrator/supervisor
- Verification of Eligibility
  - Valid California credential
  - A minimum of four years teaching experience or equivalent
- Analysis of application materials.

PHASE 2: Progression through the Program/Curriculum
Participants in face-to-face coursework that is grounded in the California Administrator Performance Expectations (CAPE) and align with California Professional Standards for Education Leaders (CPSEL). Working in cohort groups, students will collaboratively explore literature, theories, and the application of these standards. Each course is six to eight weeks in length, 3 1/2 hours per class one evening per week. (Saturday courses are three to four Saturdays in length 7 hours each class.)

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

Fieldwork experiences will account for the remainder of the program. The experiences will be focused on teaching and learning, and school improvement leadership

PHASE 3: Completion
- Participants are expected to enroll during consecutive quarters. (Extensions may be granted for specific circumstances).
- Successful completion of the required LEAP PASC - coursework and signature projects.
- Successful completion of fieldwork and ePortfolio.

Coursework
The LEAP credentialing program hires faculty to deliver instruction and monitor candidates’ academic progress. Candidates are enrolled in a cohort and take classes over a 11-month period of time. All candidates are required to come prepared for class each night with a laptop or tablet to access course materials. The program is not responsible for lost, stolen, or damaged electronic devices.

Candidates must successfully complete the coursework and fieldwork and demonstrate growth towards meeting the California Administrative Performance Assessments (CAPEs) and the California Professional Standards for Educational Leadership (CPSELs) as well as other requirements of the Commission on Teacher Credentialing (CTC) to be recommended for the Preliminary Services Administrative Credential.
Equity Principled Leadership

By design, the administrative services preparation program provides each candidate with an opportunity to understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments.

Equity is the solution where educational leaders identify and eliminate systemic barriers (instructional, policies, practices, perceptions), that prevent students access to a full educational experience, that can be measured through various educational outcomes.

Equity Principled Leadership is defined as follows:
Restorative and just, knowledge, skills and actions, applied to culturally and racially diverse educational communities to create inclusive, nondiscriminatory environments for adults and students.

Course Competencies
Course assessment methods will be created by the instructors of each course and will follow normal expected graduate-level assessments.

Participants will complete an ePortfolio, which will consist of signature assignments from each course, self-assessment on progress toward each standard, and evidence of completion of fieldwork.

Participants will participate in fieldwork projects. Fieldwork assignments are common across the program. Fieldwork will be supported by an assigned fieldwork supervisor through an investigate, plan, act, reflect process, and evidence of completion of fieldwork assignments will be uploaded into an ePortfolio on the Canvas learning management system. ePortfolio will be scored in the spring.
Completion of the program is dependent upon a completed ePortfolio with a passing score.

Signature assignments are required at the end of each course and the requirements are identified on each course syllabus. In addition to being part of the course grade, signature assignments must be uploaded into the student’s ePortfolio and will be considered part of a completed ePortfolio at the end of the course. If a signature assignment is missing from the ePortfolio, the student will not be considered for program completion until all signature assignments are accounted for in the student’s ePortfolio.

Fieldwork and Portfolio Overview
The administrator at a school site has numerous responsibilities that lead to the improvement of student performance. By gaining the necessary skills, attitudes, and behaviors as outlined in the California Administrative Performance Expectations (CAPEs), students have the best opportunity to meet the expectations of high standards for student learning while achieving the mission and vision of the district. Inherent in these standards is a strong commitment to cultural diversity.
Fieldwork Objectives

Fieldwork is intended to:

- Provide candidates with hands-on experiences under the guidance of the Fieldwork supervisor
- Provide candidates a school-based and/or district-level context in which to develop leadership knowledge and skills
- Provide opportunities for the candidate to demonstrate competence in the California Content Standards and make connections between theory and practice
- Link academic coursework to authentic, practical leadership experiences in the field
- Provide support for the California Administrative Performance Assessment (CALAPA)

Components of Fieldwork and the ePortfolio

- Demonstrate evidence of your ability to develop and implement an equitable school vision
- Provide evidence of collaboration that shows how you have collaborated with others to meet the educational needs of all students
- Apply a model of investigate, plan, act, reflect to identify a problem of practice and develop a plan to address the identified area of need.

The ePortfolio is a digital space that captures perspectives and evidence of student learning. The purpose of the ePortfolio is to provide you with the opportunity to think about your coursework and derive meaning from decisions made and actions completed. The portfolio is designed to have you present your course experiences and to receive feedback from your instructors, fieldwork supervisors, and classmates in a manner that expands your thinking and learning. This is a requirement for all students and is viewed as a significant part of LEAP.

The ePortfolio will require you to upload the following activities completed with the support of your fieldwork supervisor and course instructor:

- Assessment of Proficiencies Pre and Post
- A one page bio and brief description of your current school context as you see it
- A current resume

- EDA 631: Visionary Leadership
  - Fieldwork Planning/Progress Update-Begin comprehensive investigation of the context at your school site/district
  - Course signature assignment

- EDA 632: Instructional Leadership
  - Fieldwork Planning/Progress Update-Comprehensive summary of the context at your school site and a plan for a community of practice around a specific problem of practice
  - Course signature assignment

- EDA 633: Professional Learning
  - Fieldwork Planning/Progress Update-Facilitate community of practice meetings, with agendas, minutes etc. and a narrative of group learning process
  - Course signature assignment
• EDA 634: Facilitating Teacher Growth
  o Course signature assignment

• EDA 635: Professional Learning and Ethics
  o Fieldwork Planning/Progress Update-Narrative of an improvement planning review and analysis, a one year improvement plan around a problem of practice and a reflective summary of the project
  o Course signature assignment

• EDA 636: Education, Politics, and Systems
  o Course signature assignment

Evaluation of Candidate Performance
Self-evaluation of candidate performance will be implemented twice a year. Once in the fall at least 90 days after the start of the program and again at the end of the year after the final course is completed. In addition fieldwork supervisors and instructors will monitor and evaluate candidate performance based on the grading scale.

Program Completion
Once you have completed the requirements, the Educator Preparation Programs staff will provide you with a letter of verification which will allow you to apply for the Certificate of Eligibility (COE). The COE memorializes the fact that you have met the requirements for the administrative services credential, which never expires.

Once you are offered an administrative leadership position, will need to obtain CTC Form CL-777, Verification of employment from your employer. You will then take this form to the county office in which you are employed, complete CTC Form 41-4 to apply for the Preliminary Administrative Services credential and pay the required fees. You will receive notification from CTC once the credential is processed. You may always check the website to review the status of your credentials: https://www.ctc.ca.gov/

It is recommended that you begin the Clear Induction Program as soon as you begin your first administrative position to support you with coaching. LEAP also offers the Clear Administrative Services Credential (CASC) Induction program.
Santa Clara County Office of Education
Flow Chart for Preliminary Admin Services Credential Candidates

Completion of LEAP Preliminary Services Administrative Program
Letter of Verification from SCCOE Credentialing Programs Department is provided to participant

Teaching Position after completing PASC Program
Apply for Certificate of Eligibility (never expires)
Take Letter of Verification on completion of PASC program to county office of employment. You will apply for a Certificate of Eligibility.
You may not work in an administration position with only a Certificate of Eligibility.

Hired as an Administrator after completing PASC Program
Apply for Preliminary Administrative Service Credential and pay fees at county in which you are employed
• Complete CTC Form CL777 Verification of Employment as an administrator, Form 41-4 to apply for Preliminary Credential and pay fees at County Office in which you are employed
• You will be issued a Temporary County Certificate
• Give copy of Temporary Certificate to your employer (HR department)

When you apply and are hired as an Administrator, you must apply for Preliminary Administrative Services Credential:
• Complete CTC Form CL777-Verification of Employment as an administrator, Form 41-4 to apply for Preliminary Credential and pay fees at County Office in which you are employed
• You will be issued a Temporary County Certificate
• Give copy of Temporary Certificate to your employer (HR department)

Preliminary Admin Services Credential
Upon notification from CTC, provide copy of credential to Employer (check CTC website within 3-4 months)
Note: The Preliminary Credential is limited by the expiration date of your prerequisite credential.
You may file for an extension if needed.

Enroll in CASC Clear Induction Program within the five years and BEFORE your Preliminary Admin Services expires
National University and SCCOE Partnership

Master’s of Science - Applied School Leadership

As a part of your admittance to the LEAP PASC program, participants have the wonderful opportunity to earn their Master’s of Science in Applied School Leadership through a unique partnership between National University and Santa Clara County Office of Education. This is a completely optional opportunity and is not required for LEAP PASC program participants.

This program is designed for students who are committed to improving their education and who are interested in advancing their careers by becoming school site or district administrators.

Students who wish to obtain a M.S. in Applied School Leadership with National University can continue in the program by completing the following courses after they have completed the six PASC courses in LEAP, but must be enrolled in the program prior to the start of their first LEAP PASC class:

- EDA 617 – Philosophy and Leadership
- EDA 618 – School Law and Ethics
- EDA 619 – Financial Leadership
- EDA 650 – Ethics and School Leadership
- ILD 625 – Research in Education
- EDA 694 – Thesis (prerequisite ILD 625 and an undergraduate degree)
  OR EDA 637 – Action Research (prerequisite ILD 625)

Master’s Program Learning Outcomes

1. Develop a personal vision of education that includes reflection with colleagues and school stakeholders.
2. Implement a shared vision that places student and adult learning at the center of instructional leadership.
3. Establish high expectations and standards for the academic and social development of all students and adult stakeholders.
4. Devise effective communication systems that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.
5. Create consensus among the diverse constituencies in the school and community.
6. Critically analyze a topic related to educational leadership through the lens of a researcher.

Since separate admission to National University for the Master's Degree Program is required, interested students wanting to pursue this Degree should contact an admissions advisor for admission to National University at (408) 236-1100. You must be enrolled in the Master's Degree Program prior to the first
day of your first LEAP class in order to be accepted into the program for the 2019-2020 school year. The National University Learning Center is near Santana Row at 3031 Tisch Way, 100 Plaza East, San Jose, CA 95128.

California Administrator Performance Expectations (CAPE)

**Category A: Visionary Leadership (CAEs a1-A20)**

CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency’s Overall Vision and Goals
CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community
CAPE 3: Leading by Example to Promote Implementation of the Vision
CAPE 4: Sharing Leadership with Others in the School Community

**Category B: Instructional Leadership (CAEs B1-B3)**

CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction
CAPE 6: Evaluating, Analyzing and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth
CAPE 7: Demonstrating, Understanding of the School and Community Context, Including the Instructional Implications of Cultural /Linguistic, Socioeconomic, and Political Factors
CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals

**Category C: School Improvement Leadership (CAEs C1-C9)**

CAPE 9: Working with Others to Identify Student and Schools Needs and Developing a Data-Based School Growth Plan
CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement
CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan
CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

**Category D: Professional Learning and Growth Leadership (CAEs D1-D11)**

CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth
CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities
CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

**Category E: Organizational and Systems Leadership (CACEs E1-E27)**

CAPE 16: Understanding and Managing the Complex Interaction of All of the School’s Systems to Promote Teaching and Learning
CAPE 17: Developing, Implementing, and Monitoring the School’s Budget
CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

**Category F: Community Leadership (CACEs F1-F10)**

CAPE 19: Representing and Promoting the School’s Accomplishments and Needs to the LEA and the Public
CAPE 20: Involving the Community in Helping Achieve the School’s Vision and Goals

**Program Completion**
The Preliminary Program is intended to be completed in two years. Occasionally students may have extenuating circumstances that require that they take a third year to complete their internship. Students who have not completed within 4 years of initial enrollment will be dropped from the program.

CAPE and CPSEL Alignment Document from CTC
EPP POLICIES and PROCEDURES

EDUCATION PREPARATION FOR EQUITY, INCLUSION & SOCIAL JUSTICE IN EDUCATION

epp.sccoe.org
EPP DIGITAL MANAGEMENT SYSTEMS

Student Enrollment System and Payment Policies

CAESAR  https://caesar.sccoe.org/

The department uses the Credential Application, Enrollment and Student Admission Records (CAESAR) online program to maintain your information.

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.
• Include your personal, not work, email as your primary email address
• All documents are labeled and uploaded as a PDF via CAESAR. Emailed documents will not be accepted.

Tuition and fees are to be paid through CAESAR. Grades from the CANVAS system are transferred to CAESAR.

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
• Payments are to be made in CAESAR (caesar.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
  • LEAP: Refunds are not available once classes have begun
  • EPIC: 80% tuition refund will be granted for withdrawal requests received in writing during the first week of class.
  • Refunds are not given on deposits.
• Educator Preparation Programs makes 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 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 LEAP or EPIC 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.

Learning Management System

CANVAS and Course Policies

- Class materials, resources, and assignment 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 review the assignments in CANVAS.

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.

Writing Clinic

The Writing Clinic is offered as a support to assist candidates with meeting program requirements and professional expectations. One of the first writing assignments in your credential program will be reviewed for quality as it pertains to grammar, presentation, flow of ideas, and graduate level thinking. Those candidates whose writing is deemed at risk of not meeting writing competencies for the program will be referred to a Writing Clinic. Participation in the clinic is not required however, it is strongly recommended that those referred, participate. Failure to meet writing competencies can have an impact on your grades and your successful completion of the CAL-APA or ES-TPA.
Class Attendance
A core concept of the program is the contribution of individual candidates and that of the collective cohort. In addition to learning content, and so that they may contribute insight, experience, and reflection, candidates must attend each class meeting. Instructor facilitation, presentations, classroom exercise, and discussions are essential parts of the educational experience for each class: therefore, students must attend all meetings of the class. Prompt attendance will have a direct impact on learning, performance, and grades. If a candidate must miss a class due to illness, etc., the candidate must contact the faculty prior to not attending class.

Should an unforeseen event (family emergency, illness, etc.) occur, contact the instructor AND program administrator immediately. Each absence will be handled on a case-by-case basis. With your instructor you will determine which cohort you will attend to make-up the missed class. This could mean attending one full-day on Saturday or two night sessions on Tuesday, Wednesday, or Thursday. When this is not possible a 5-7 page research paper may be assigned or you will have to retake the class the following year.

Each faculty member will implement the attendance policy understanding that: (1) attendance is a priority, and (2) the second absence may result in dismissal from class. A consistent problem with attendance may result in dismissal from the program.

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

<table>
<thead>
<tr>
<th>Grades</th>
<th>Minimum Score</th>
<th>Grade-Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Anything Below B is not acceptable

Grade A: Outstanding knowledge and application of course content; assignments turned in on time and reflect professionalism, effort and application above and beyond minimum course requirements.

Grade B: Good knowledge and application of course content, assignments reflect professionalism, effort and application of course requirements.

Grade B- & Below: Failure; course will need to be retaken and Candidate will be placed on academic probation. (Does not meet standards)

Grade I: Incomplete (see information below)
**Incomplete Course Grade**

When a candidate fails to complete any component of their Credentiling Program successfully, Program Administration will review progress and determine corrective action. All coursework must meet standards and be completed before the end of the program year. If the candidate must repeat the class that following year, with another cohort, it will be at his/her own expense. If a student is still deemed unsuccessful, following corrective action, they will be asked to resign from the Credentialing Program.
EPP PROGRAM POLICIES

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 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/2D3bkyA

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 provide Program Administrators with documentation that describes the specific disability (i.e. psychologist, physician, or educational diagnostician). Students with disabilities should contact Program Administration to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made.

An Individualized Education Plan (IEP) is created for candidates with special needs in collaboration between and among the candidate, the Program Administration, and other applicable program staff. Special needs may include physical disabilities or a learning disability.

Building Access
There are no “in/out” privileges at the SCCOE before 7:30 am and after 5 pm. The building will be locked by 5 pm, so Candidates should plan to be in the building by 4:45 pm. There is usually a security guard at the front desk after 5 pm. There is a phone in the entry of the building, just outside the door of the front lobby for candidates who come to class after 5 pm. If there is no security guard, candidates will need to call the classroom for access into the building.

Ethical Principles Professional Responsibilities – Code of Conduct
Candidates participating in EPP 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.

Food in Classrooms
Although the cafeteria is closed to food service, there are vending machines available. Please be sure candidates clear the room and place all trash in the trash cans located in the room. Wipe tables as necessary please.

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, the concern must be put in writing and a meeting will take place with the Educator Preparation Program Administrators. The meeting will be scheduled by the student with the Program Administrators 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.

General Emergency Procedures
In the event of an emergency occurring during class time, candidates shall be required to stay with the class until directed otherwise by the Faculty in order to make sure that all students are safe and accounted for. All candidates must have up-to-date Emergency Information on file in CAESAR.

Intervention Action Plans
If faculty members, coaches and/or supervisors have concerns about a candidate’s supervised performance and determine that remediation is appropriate, they will tell 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. This written statement is known as an “Intervention Action Plan.” Candidates with “unsatisfactory” TPEs or CAPEs, as reported at a Progress Conference, will automatically be placed on 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, may be withdrawn from internship status and may be placed on an individual plan and agreement (see dismissal policy).

Leave of Absence
If a student needs to take a Leave of Absence, they may request one in writing due to extenuating circumstances. Due to rapidly changing information and knowledge in the field of education, prior course work may no longer meet the program requirements after a leave of absence. Re-enrolling
students may be required to retake courses. To return, he or she will be required to submit a “Re-Enrollment or Reinstatement” form along with an additional application fee.

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 CAESAR.

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.

Parking
Parking is free at the Santa Clara County Office of Education.

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

SCCOE Board Policies

All program participants must adhere with Santa Clara County Office of Education Board Policies below: [http://www.sccoe.org/countyboard/Pages/Policies-and-Procedures.aspx](http://www.sccoe.org/countyboard/Pages/Policies-and-Procedures.aspx)

- 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 Materials
LEAP PROGRAM PAYMENT SCHEDULE

Please make payments using CAESAR one week prior to due date using credit or debit card.

**Preliminary Administrative Services Credential Program (PASC) $6,500**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due before July 1, 2019</td>
<td>$1,000</td>
</tr>
<tr>
<td>Due before October 1, 2019</td>
<td>$1,000</td>
</tr>
<tr>
<td>Due before December 1, 2019</td>
<td>$1,000</td>
</tr>
<tr>
<td>Due before March 1, 2020</td>
<td>$1,000</td>
</tr>
<tr>
<td>Due before May 1, 2020</td>
<td>$1,500</td>
</tr>
<tr>
<td>Due before June 1, 2020</td>
<td>$1,000</td>
</tr>
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</table>

**Clear Administrative Services Credential Program (CASC) $3,750**

* (Each Year)*

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due before July 1, 2019</td>
<td>$750</td>
</tr>
<tr>
<td>Due before October 1, 2019</td>
<td>$1,000</td>
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<tr>
<td>Due before February 1, 2020</td>
<td>$1,000</td>
</tr>
<tr>
<td>Due before April 1, 2020</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

*NOTE: A $75 late fee will be applied to your account if you pay after the due dates listed above.

**National University Master’s Degree Program**

Payments are made directly to National University.

- $2,550.00 (cost of 18 semester units earned for the Preliminary Credential Program)
- $5,616 (cost of 12 semester units for Year 2 of the Masters in Leadership program)

*Costs for the Master’s Program are subject to increase.*
Preliminary Education Specialist credential in
Early Childhood Special Education (ECSE), or
Moderate/Severe (Mod/Severe)
Payment Schedule 2019-2021
(Fall Program) - 24 month program

Year 1 ECSE & Mod/Severe Preliminary program @ $350 per unit x 25 units = $8,750
Year 2 ECSE & Mod/Severe Preliminary program @ $350 per unit x 20 units = $7,000
Total cost of ECSE or Mod/Severe program = $15,750

(Winter Program) - 20 month program

Year 1 ECSE Preliminary program @ $350 per unit x 18.5 units = $6,475
Year 2 ECSE Preliminary program @ $350 per unit x 26.5 units = $9,275
Year 1 Mod/Severe Preliminary program @ $350 per unit x 16.5 units = $5,775
Year 2 Mod/Severe Preliminary program @ $350 per unit x 28.5 units = $9,975
Total cost of ECSE or Mod/Severe program = $15,750

Accelerated Pathway - 10-15 month program
Clear Education Specialist credential
in Early Childhood Special Education (ECSE), or
Moderate/Severe (Mod/Severe)
Total cost of Accelerated Pathway program = $9,000

Clear Induction - 24 month program
Only offered once a year starting in the Fall quarter

Year 1 CLEAR Program = $3,750
Year 2 CLEAR Program = $3,750
Total cost of Clear program = $7,500

NOTE: Tuition, due dates and fees are subject to change until the date when
instructions for a particular quarter has begun.
All EPIC listed fees should be regarded as estimates that are subject to change per
individual pathway or EPP determination
All Fees

Accelerated Pathway (Mod-Severe/ECSE) for Teachers with CA Clear Single Subject or Multi-Subject Credential

Teachers with a CA Clear Multi-Subject or Single Subject Credential are eligible to earn either Moderate to Severe (M/S) or Early Childhood Special Education (ECSE), in 10 – 15 months.

$9000

Accelerated Pathway (Mod-Severe/ECSE) for Teachers with CA Clear Ed Specialist Credential

Teachers with a CA Clear Ed Specialist Credential are eligible to earn either Moderate to Severe (M/S) or Early Childhood Special Education (ECSE), 10 – 15 months. Exact cost will be determined after a thorough transcript analysis.

$6500 - $9000

EPIC 2nd Credential (Mod-Severe/ECSE)

Former EPIC students who earned their preliminary Moderate to Severe or ECSE credential, can earn the other credential by taking 3 credential specific courses and completing coaching requirements as long as they have secured a paid internship which requires the new credential area. The second credential must be earned within 5 years of the first credential in order to avoid higher fees and a categorical review.

$5500

EPIC Individual Course Fees

Any of our courses are available to the public whether or not enrolled in EPIC. These classes can be audited or taken for credit. To enroll simply email Epic.sccoe.org with the name of the course you would like to enroll in and someone will assist you.

$350 per unit

All of our courses are exemplary but below is an expanded description of three.

SPED 402 Classroom Management is an especially popular class with our students because it not only gives practical strategies but helps in learning to develop, implement and revise a BIP.

3 units

SPED 541 MS Reading and Language Arts is a class about reading and language arts with the moderate to severe K-22 student in mind. This class is especially helpful for those who not only want to learn more about the topic but may be preparing to take the RICA as well.

3 units

SPED 623 Professional, Legal & Ethical Aspects of Special Education is a 10hr 3 day course centered around on the 10 most important aspects of special education law in relation to compliance and educational benefit.

1 unit

PIPs, STIPs or TPSLs Guidance Course

This offering is designed for individuals working under a PIP (Professional Internship Permit), STIP (Substitute Teacher Incentive Plan) or TPSL (Teaching Permit for Statutory Leave).

Persons working under Temporary Permits frequently find themselves in need of some additional support to serve their students. This online course is designed to serve nonEPIC as well as EPIC students. Each session of this series begins with the instructor guiding students through the types of activities a teacher would be preparing for and engaging in during that month of the school year. The course is highly interactive and allows for just-in-time collaborative problem solving for participants.

This is a required course for EPIC students on temporary permits.

1 unit

$350 per year
**RICA Continuous Enrollment** Course

Preliminary candidates who do not complete their program in two years must maintain continuous enrollment by enrolling in the online RICA continuous enrollment reading course. This course is open nonEPIC students as well. It is held online and is based on the needs of the enrollees. The course is highly interactive and caters to the requests and requirements of the participants. If EPIC teaching candidates do not pass the RICA after three consecutive quarters of enrollment, they will be exited from the EPIC Educator Preparation Program.

**Continued Coaching Fee**

Preliminary Candidates on a traditional pathway who do not complete their program in two years because they require additional mentoring to successfully complete their mentor/intern requirements must pay $850 per quarter. These Students will be given 3 consecutive quarters to successfully complete these mentor/intern requirements or they will be exited from the EPIC Educator Preparation Program.

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Accelerated Pathway</td>
<td>$9000</td>
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<tr>
<td>CASC</td>
<td>$7500 ($3750 each year)</td>
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<tr>
<td>Continued Coaching Fee</td>
<td>$850 per quarter</td>
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<tr>
<td>Course Equivalency Requests (EPIC Only)</td>
<td>$75</td>
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<tr>
<td>ECO (EPIC Clear)</td>
<td>$4500</td>
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<tr>
<td>EPIC Tuition Per Unit</td>
<td>$350</td>
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<tr>
<td>EPIC Clear Induction</td>
<td>$7500 ($3750 each year)</td>
</tr>
<tr>
<td>EPIC Preliminary Program M/S or ECSE</td>
<td>$15,750 (for both years)</td>
</tr>
<tr>
<td>2nd Credential Through EPIC</td>
<td>$5500</td>
</tr>
<tr>
<td>Installment Plan Fee</td>
<td>$50</td>
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<tr>
<td>Late Fee</td>
<td>$75 (no exceptions)</td>
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<tr>
<td>Official Transcripts</td>
<td>$15</td>
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<tr>
<td>Parking</td>
<td>$0</td>
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<tr>
<td>PASC</td>
<td>$6500</td>
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<tr>
<td>PIP/STIP/TIPSL Guidance Course</td>
<td>$350 per year</td>
</tr>
<tr>
<td>Reenrollment Fee*</td>
<td>$75 <em>(For students returning after a leave of absence)</em></td>
</tr>
<tr>
<td>RICA Continuous Enrollment Course Fee</td>
<td>$125 per quarter/$375 per year</td>
</tr>
<tr>
<td>Transcript Analysis (EPIC)</td>
<td>$225</td>
</tr>
<tr>
<td>Unofficial Transcripts (Online) Free</td>
<td>$0</td>
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My Name, My Identity

A Declaration of Self

The Educator Preparation Programs is committed to the MY NAME, MY IDENTITY Campaign. The campaign—a partnership between the National Association for Bilingual Education, the Santa Clara, Calif., County Office of Education, and the California Association for Bilingual Education—focuses on the fact that a name is more than just a name: It's one of the first things children recognize, one of the first words they learn to say, it's how the world identifies them.

This Campaign asks “What does your name mean to you, your family, and the rest of the world?” Since each of us is unique, our name is tied to our identity. We would not wish to have our names changed or mispronounced. If you believe that all students have the right to be called by the names that represent their identity and culture, begin by asking them how they would like their names to be pronounced. As a program and as a global citizen we collectively agree to respect students’ names.

As our world becomes increasingly connected, cross-cultural communication increases. We interact with more people from diverse backgrounds and experiences, many with different languages and ethnicities. Having the ability to effectively communicate with others who are different from ourselves opens up possibilities for deeper understanding and friendship based on mutual respect. It is also an essential skill in the 21st century.

School is a community, which prepares our students to succeed in the global world. To be an effective member of this global world, we can model respect for each other in the school community by learning about each other’s stories, our unique names, and their proper pronunciations.

Please join SCCOE and the Educator Preparation Programs and take the pledge today at https://www.mynamemyidentity.org/campaign/pledge

More about SCCOE’s partnership in this campaign can be read at http://www.edweek.org/ew/articles/2016/05/11/mispronouncing-students-names-a-slight-that-can.html?tkn=SVSFOIrffknx63LaaSY84UPCO4qIfNXxfSnw&intc=es
Inclusion Collaborative Goals, Mission, Values and Guiding Principles

EPIC was founded with and incorporates tenets of the Inclusion Collaborative Department

Vision
Our community embraces diversity and supports lifelong quality inclusion for everyone.

Mission
The Inclusion Collaborative of Santa Clara County Office of Education builds a culture that values all children by strengthening, sustaining, and ensuring inclusive practices.

Core Values
Collaboration & Partnerships among all community agencies (i.e. medical, educational, childcare, mental health-etc.)
Full Participation of all children in community learning environments
Involve and honor child/family choices and seek their input for inclusion options
Respect for all children & families
Provide leadership in all community venues
Seamless & integrated delivery systems
Training & education at all levels

Early Learning Services Department Vision Statement
Every day we embrace each child’s wonder and curiosity, and with our partners, engage all children in rich, diverse opportunities to ensure they reach their greatest potential in life, thereby creating socially equitable opportunities for all.

Early Learning Services Mission Statement
We serve and act on behalf of the welfare of all young children birth through third grade. We will foster every child’s inherent physical, social-emotional, linguistic, cultural, creative, and academic potential.

Guiding Principles
*High Quality, Child-Centered Opportunities*
We will be intentional and strategic in providing our delivery of high quality, developmentally appropriate, research-based experiences for all children birth through third grade. We value and invest in leaders who are passionate for and committed to children. The well-being and success of children will be the central focus of our decisions so that we continuously move toward making our vision a reality.

*Equitable Access*
We will work to ensure all children, including those with special needs and dual language learners, have access to, and can fully participate in, high quality, research-based practices and services.

*Family Engagement*
We will ensure families are authentic collaborators in our work with children. We will actively welcome and seek families’ engagement, as their child’s first teachers and strong advocates for their child’s well-being and success.

**Authentic Collaborations for Transformational Systems Change**
We are committed to building authentic public/private collaborations comprised of stakeholders such as school districts, city and county government, community agencies, and private funders. We will build our relationships on a foundation of integrity in order to support interest-based collaborations. This work will serve as a catalyst for systems change as we seek new paradigms and take calculated risks *all in* the best interest of young children.

**Commitment and Sustainability**
We are committed to ensuring that our collective work is sustained over time.
Person Centered Language

Attached is a handout on the use of Person First Language which is an excellent rule of thumb: When in doubt, put the word *person* first, particularly when referring to people with disabilities. But identity is complex and there are always exceptions. Like the My Name, My Identity Campaign, the best thing to do is to remember that everyone has the right to define themselves in whatever way feels best and most authentic to them.

We can all agree that you generally shouldn’t use a disability, a condition, a diagnosis, or even an identity as the only way to describe a person because it can dehumanize people by using an aspect of themselves as a stand-in for their personhood.

Person-first language set out to assure that we don’t demean, dehumanize, or stigmatize people by way of the language you use to describe them. Person-centered language builds on person-first language and folds in personal identity. It reminds us that the point is to put the actual person first—to remember that all people are people and should be treated as the first and foremost experts on themselves.

So What Term Should Be Used??
How can I refer generally to a group of people who don’t all use the same words?”

The answer is that there’s no simple or quick fix. Instead of seeking the perfect phrase that will avoid offense, we have to be willing to explore what will create the most respect and care in any particular situation. Here are some best practices:

- **Be clear:** Sometimes we use broad language when more specific words would be better, and vice versa. For example, if your context is wheelchair-accessible ramps, you can say “people with limited mobility” rather than “disabled people.”

- **Be creative:** You don’t need to find a single word or term. You can say things like “autistic people and people with autism” and explain why you are doing so.

- **Be humble:** If you feel reactive, defensive, or anxious, explore your feelings and consider how you can work to fully respect folks who use different language than you do.

- **Be respectful:** Remember that the point is to care about the people you are referring to and honor their personhood and agency.

- **Be curious:** Consult different sources, particularly groups and organizations led by the folks you’re referring to, to see what language they use and why.

There is no one “correct” answer. The invitation of person-centered language is to value a caring and complicated approach rather than searching for a pat solution.

Adapted from
https://radicalcopyeditor.com/2017/07/03/person-centered-language/
http://www.tccd.texas.gov/resources/people-first-language/
https://www.mynamemyidentity.org/
A Pledge of Respect for Students with Disabilities

All students, especially students with disabilities, have the right to dignity and respect. The Americans with Disabilities Act states that “Americans with disabilities… are entitled to the same rights and freedoms as everybody else; a right to belong and participate fully in the American experience; a right to dignity and respect in the workplace and beyond…. “ Students with disabilities have a right to be respected as a whole person and not be judged by just their disability.

To ensure this right of respect, I will use respectful language in the form of person-first terminology in my communications. I pledge to:

- Place the student first before the disability
  - A child with autism, instead of an autistic child
- Place groups of students first before the disability
  - Students in special education, instead of special education students
- Use respectful terms when referring to peer groups
  - Students without disabilities instead of typical students
- Model back person-first terminology when others do not use it
  - When someone says, “special education students…” just continue the conversation by modeling back, “yes… students in special education…”
- Inform others about person-first terminology
  - Remember that changing the way we speak is a process and takes time

For more information about person-first terminology, please contact the Inclusion Collaborative at (408) 453-6756 or visit www.inclusioncollaborative.org
Sample LEAP Course Schedules
SCCOE’s Educator Preparation Programs

Teach-Out Process

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.
SCCOE’s Educator Preparation 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 Moderate-Severe) 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.

_________________________________

Student signature

Date
# Academic Map for Teach-Out

## Credential Program: (e.g. Preliminary ECSE Education Specialist Credential)

Name of Student: 

**Required Courses already completed for the Credential**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Comments (e.g. which requirement the course fulfills)</th>
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**Courses Remaining to be Completed (in Chronological Order)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Quarter/Year OR Time Period the Course Needs to be completed</th>
<th>Comments</th>
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I have received and reviewed my academic map which will help me to complete my credential program within the teach-out period. I understand it is my responsibility to complete the program and meet all requirements for recommendation within the teach-out period.
I have been notified of the process for attaining and copying my student records prior to the end of the teach-out period. I will continue to have access to all records submitted in Ceasar, the student enrollment and records system, during the teach-out period. I will need to download and copy any student records within Ceasar prior to the end of the teach-out period should I want a permanent copy.

______________________________
Signature of Student

Date