

Educator Preparation Programs

Preliminary Administrative Services Credential Program

EDUCATION PREPARATION FOR EQUITY,
INCLUSION & SOCIAL JUSTICE
IN EDUCATION

epps-scholar.sccoe.org

Program Candidate Handbook 2022-2023

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County Superintendent of Schools

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Welcome Message

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

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

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

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

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

Sincerely,



Adora Fisher
Executive Director
Educator Preparation Programs

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

Educator Preparation Programs Department Directory

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Santa Clara County Office of Education Mission and Goals

Mission Statement

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

Goals

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

SCCOE Board Policies

All program participants must adhere with Santa Clara County Office of Education Board

Policies: <https://go.boarddocs.com/ca/sccoe/Board.nsf/Public#tab-policies>

- Code of Conduct
- Emergency Procedures
- Equal Opportunity Employment
- Violence and Threats in the Workplace
- General Harassment Including Sexual Harassment
- Drug Free Workplace Awareness Policy
- Tobacco Free Environment Policy
- Uniform Complaint Procedure
- Controversial Issues
- Use of Copyrighted Material

Preliminary Administrative Services Credential Program

Education Preparation for Equity, Inclusion, and Social Justice

The SCCOE Preliminary Administrative Services Program (PASC), is grounded in three dimensions: 1) Scholarship which consists of collection, analysis and utilization of data to improve performance; 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 reflects 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 to provide applicable task-oriented and program solving opportunities for candidates to earn their preliminary administrative credential. The program design reflects the belief that the best learning is job embedded. In addition to the required standards-based course work, the California Commission on Teacher Credentialing (CTC) requires all students complete the CalAPA to obtain a Preliminary Administrative Services Credential.

Vision

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

Educator Preparation Programs Accreditation

Special Education (Education Specialist Instruction) Intern Credentials, the Clear Teacher

Induction, and the Preliminary and Clear Administration Services Programs are accredited by the California Commission on Teacher Credentialing (CTC). We were reviewed by CTC in spring of 2016 and received accreditation to 2023.

Educator Preparation Programs Advisory Board

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

Evaluation of Program

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

Non-Discrimination

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

Program Learning Outcomes

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 (CPSELs). These standards are now aligned to the California Administrator Performance Standards (CAPEs). (https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757b1_2)

California Administrative Preliminary Expectations

Standard 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION

Course: Visionary Leadership EDA 631

Course Description: Participants will learn how to facilitate the development and implementation of a shared vision of learning and growth of all students. They will learn how to shape a collective vision using multiple measures of data and focusing on equitable access, opportunities, and outcomes for all students. Participants will learn how to engage others in collaborative processes to develop a shared vision of teaching and learning to guide and monitor decisions and outcomes using that shared vision.

Standard 2: INSTRUCTIONAL LEADERSHIP

Course: Instructional Leadership EDA 632

Course Description: Learn a collaborative culture of teaching and learning, informed by

professional standards and focused on student and professional growth. Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Standard 3: MANAGEMENT AND LEARNING ENVIRONMENT

Course: Professional Learning EDA 633

Course Description: Leaders promote a culture in which staff 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 EDA 635

Course Description: Leaders learn to facilitate teacher growth through coaching, evaluating and provide feedback to improve instructional practice. Leaders will understand and distinguish between coaching and evaluation with learned facilitation, consultation, and mediation/problem solving skills.

Standard 5: ETHICS AND INTEGRITY

Course: Management, Learning Environment, and Ethics EDA 634

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

Standard 6: EXTERNAL CONTEXT AND POLICY

Course: Education, Policy, Systems & Leadership EDA 636

Course Description: Education Policy, Systems, and Community Leadership 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.

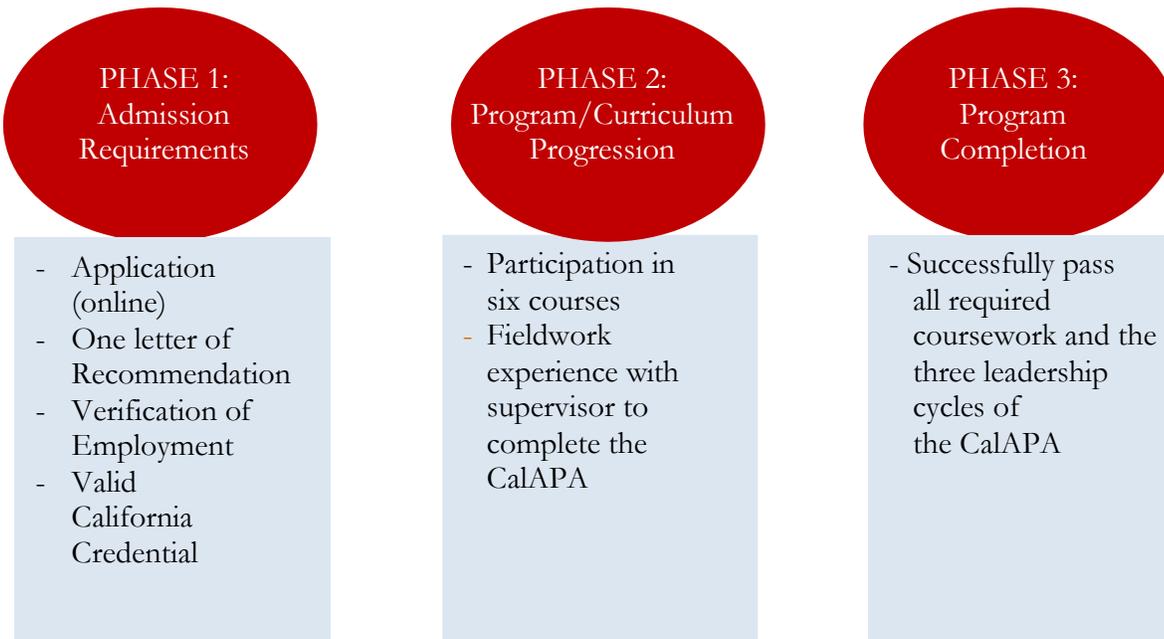
Program Overview

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 and outside of class fieldwork experiences (CalAPA). A Fieldwork Supervisor will be provided to

each candidate as they advance through the program to work through the three CalAPA cycles.



PHASE 1: Admissions Requirements

Submission of application materials by eligible participants are to include:

- Application (online)
- Letter of Recommendation from candidate’s administrator/supervisor
- Verification of Eligibility
- Valid California credential
- A minimum of four years teaching or services experience or the equivalent
- Current employment in a full-time teaching or services position
- Analysis of application materials.

PHASE 2: Progression through the Program/Curriculum

- Participates in coursework that is grounded in the California Administrator Performance Expectations (CAPE) and align with California Professional Standards for Education Leaders (CPSEL). Students will collaboratively explore literature, theories, and the application of these standards.

EDA 631 – Visionary Leadership

EDA 632 – Professional Learning

EDA 633 – Instructional Leadership

EDA 634 – Management Learning Environment and Ethics

EDA 635 – Facilitating Teacher Growth

EDA 636 – Education Policy, Systems and Community Leadership

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

PHASE 3: Completion

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

Components of Fieldwork and the CalAPA

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

- Be assigned a Fieldwork Supervisor based on the enrollment of their first course
- Attend monthly meetings with Fieldwork Supervisor as scheduled
- Work in Canvas with their Fieldwork Supervisor to get Steps/Cycles reviewed
- Adhere to timeline posted on Fieldwork Canvas Course
- Complete the CalAPA during the PASC Program Year. If not completed by the end of the last course, candidates will be required to enroll in a CalAPA Completer Course the following year at their own expense to complete the CalAPA.
- Review the CalAPA Program Guide:
https://www.ctcexams.nesinc.com/Content/Docs/CalAPA_ProgramGuide_Year5.pdf

Policies and Procedures

CANVAS (Learning Management System)

Class materials, resources, and assignments for each course, including fieldwork are housed in Canvas. This includes fieldwork assignments, course syllabi and assignments, calendars of due dates, a message inbox, and gradebook. Students will submit assigned coursework and fieldwork and correspond with instructors and other course participants within Canvas. It is the responsibility of the student to check course requirements, notifications and review the assignments in Canvas.

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

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

Tuition and Tuition Policies

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

- All tuition payments must be received prior to the first date of class. If tuition is not paid and you are not enrolled by the first class, you will not be eligible to take that class. Late enrollment is not accepted.
- Faculty may not accept tuition payments.
- Payments are to be made in EPPScholar using a credit or debit card. You may write a check to SCCOE/LEAP. Please know that if you choose to pay by check, this may delay processing. We do not accept cash.

- A late fee of \$75 will be charged if payment is received after the due date.
- Refunds are not available on application fees, deposits or once classes have begun.
- LEAP makes every effort to keep costs to a minimum. Fees listed in published schedules or student accounts may need to be increased to assure ongoing program improvement, meet changing CTC requirements, and keep in line with comparable program expectations. Therefore, LEAP must reserve the right, even after the fees are initially charged or initial payments are made, to increase or modify any listed fees.
- Tuition and fees are subject to change until the date when instruction for a particular course has begun. All LEAP listed fees should be regarded as estimates that are subject to change.

Title IV Federal Student Aid Disclosure

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

Course Equivalencies/Transcript Analysis

Course Equivalencies are only accepted the entire PASC program may be requested during the candidate's first two weeks of acceptance. Requests will not be accepted after the start of the class or program. It is advised that candidates notify the EPP staff of their request via email at epp@sccoe.org once they pay for and submit the transcript analysis request on www.eppscholar.sccoe.org. The applicable course description and syllabus must be provided for consideration. The course must have been taken within the last seven years to be considered for equivalency. There is no guarantee that the Course Equivalency will be granted. The Course Equivalency fee is non-refundable.

Transcript Analysis Specifications

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

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

- Comparison to Preliminary Administrative Services Credential Program course syllabi in terms of content, assignments and TPEs or CSTPs
- Infusion of current terminology and practice
- Developments in the field
- Connection to Inclusion, Equity and Social Justice Principal

Foreign Transcripts

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

Coursework

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

Written Assignments

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

Class Attendance

A core concept of the 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. To reflect the importance of attendance and participation, a separate component of each class grade is class attendance. Consistent 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 what is needed to make-up the missed class. This could mean attending one full-day on Saturday or a night session on Tuesday, Wednesday, or Thursday. When this is not possible, an alternate assignment may be given or you may have to retake the class the following year.

A consistent problem with attendance may result in dismissal from the program. Class attendance and participation is a priority. More than two absences will lead to dismissal from the class. The candidate will be put on academic probation and be required to take and pay for the class the following year which will impact program completion. If a candidate is on academic probation for more than one course, it may lead to termination from the program.

Absence Due to Religious Holiday

Educator Preparation Program’s policy for students who miss class, assignments, or exams to observe a religious holiday will be accommodated as follows:

- absences may not be counted as a missed class in any course in which attendance is a measure of academic performance
- reasonable extensions of time must be given, without academic penalty, for missed assignments

Students must inform their instructor and the EPP Staff in writing of their need to observe a religious holiday reasonably at least four weeks in advance of the absence, preferably at the beginning of the course. It is incumbent on the student who misses a class to catch up on any material discussed and assignments given during that missed class in by the deadline set by the instructor.

Grading

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.

Grades	Minimum Score	Grade-Point Equivalent
A	93%	4.0
A-	90%	3.7
B+	87%	3.3
B	83%	3.0
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 may be placed on academic probation. (Does not meet standards)
- Grade NP Not Pass
- Grade IP In Progress (upon approval by instructor due to exceptional circumstances). Will become NP if revised deadline is not met.
- Grade W Withdrawn from course

Course Grades

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

Academic Probation

Candidates who do not meet standards in a course, earning a B- or below, will be placed on academic probation and may be required to adhere to an Intervention Action Plan. Candidates who are on probation for three courses in a row will be dropped from the program.

Adverse Credential Actions

Applicants with revoked credentials and/or credentials flagged with adverse actions will not be admitted to a credential program. Once the applicant's credential status is cleared or reinstated by the Commission on Teacher Credentialing (CTC), the applicant may petition for admission to the credential program by submitting a letter explaining the circumstances. Each petition will be reviewed, and the applicant will be notified of the admission decision. If a Candidate's credential is revoked while enrolled in the program, the Candidate will be dismissed from the program until the Candidate's credential is reinstated and Candidate notifies the program of desire to restart the program.

Program Completion

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

The CoE memorializes the fact that you have met the requirements for the administrative services credential and never expires.

Once you are offered an administrative leadership position, obtain a CTC Verification of Employment Form CL-777 from your employer. You will submit this form to the County Office of Education in which you are employed, complete CTC Form 41-4 to apply for a 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/>

Your Preliminary Administrative Services Credential is valid for five years. The CTC requires attendance in a two-year Clear Administrative Services Credential Program to clear your Preliminary Administrative Services Credential. It is recommended that you begin a 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.

Leave of Absence

If a candidate cannot continue with courses during the program year, a Leave of Absence can

be requested. This Leave must be requested in writing and submitted to our office. Upon approval, the Leave of Absence will be issued for one year. The Leave of Absence will keep the completed courses on file and the candidate may restart the program the following year taking only the courses not completed. A \$75 Reinstatement Fee will be added to the candidates' account upon reinstatement to the program. If the candidate does not return the following program year, the Leave of Absence will no longer be valid, and the candidate will need to restart the program.

Acts of Dishonesty

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

Plagiarism

Plagiarism is a serious offense. Types of plagiarism include deliberate plagiarism, paraphrasing, patchwork paraphrasing, accidental plagiarism, buying assignments and inaccurate authorship. Candidates suspected of plagiarism will be counseled and may be reported to the CTC which could put their credential at risk.

ADA Accommodations

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the candidate must provide Program Administrators with documentation that describes the specific disability (i.e. psychologist, physician, or educational diagnostician).

Individuals with disabilities who need to request accommodations should upload documentation into their student portal first and then contact the EPP program coordinator. Once documentation is on file, arrangements for reasonable accommodations will be made. Candidates will then work with faculty directly for their approved accommodations.

Program Dismissal

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

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

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

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

Ethical Principles Professional Responsibilities – Code of Conduct

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

The educational leader:

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

Grievance and Appeals Process

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

Notification of Changes

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

Office Hours

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

**Completion of LEAP Tier I Preliminary Administrative Services Program
Letter of verification of SCCOE Credentialing Program is provided to participants**

Teaching Position after completing Tier I Program

1. Use the letter of verification to contact the credentialing department.
2. Apply for Certificate of Eligibility (never expires)

You may not work in an administration position with only a Certificate of Eligibility.

Hired as an Administrator after completing Tier I Program

1. Fill out form CL-777 and form 41-4 to apply for a Preliminary Administrative Services Credential
2. Pay the fees and collect the temporary credential
3. You can get a copy of your credential in a few weeks

You must complete a credential approved induction program in five years to clear your preliminary credential.

Hired as an Administrator after completing Tier I Program

1. Fill out form CL-777 and form 41-4 to apply for a Preliminary Administrative Services Credential
2. Pay the fees and collect the temporary credential
3. You can get a copy of your credential in a few weeks

You must complete a credential approved induction program in five years to clear your Preliminary Credential.

Enroll in Tier II Clear Induction Program within the five years and BEFORE your Preliminary Admin Services Credential expires

LEAP Master's Program Partnerships

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

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

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

California Administrator Performance Expectations (CAPE)

Category A: Visionary Leadership (CACEs 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 (CACEs B1B3)

- 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 (CACEs 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 (CACEs 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 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

PASC Sample Course Schedule: