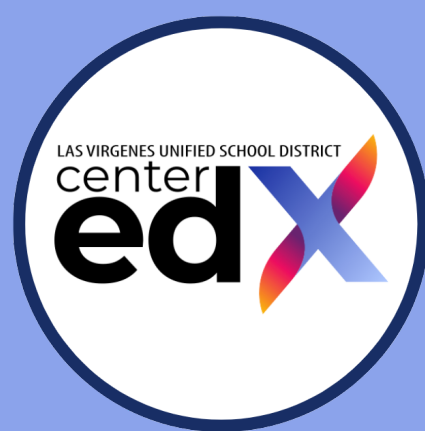


# PASC PROGRAM HANDBOOK



@LVCENTEREDX

## Cohort XI: August '22

CENTEREDX.LVUSD.ORG

## Table of Contents

Program Contacts	2
Welcome Letters	3
Center for Educational Excellence: Mission and Vision	5
Program Description	6
Credential Eligibility Requirements	7
Course Descriptions	8
Program Standards Overview	11
Academic Integrity Policy	15
Program Calendar	16
Grading Policy	17
Program Fees	18
California Administrator Performance Assessment (Cal APA)	19
Cal APA Acceptable Support Guidelines	21
Fieldwork	23
Grievance Procedures	24
Nondiscrimination Policy	25

## Program Contacts

**LVUSD Center EdX**  
4111 Las Virgenes Road  
Calabasas, CA 91302

Email: [CenterEdX@lvusd.org](mailto:CenterEdX@lvusd.org)  
Website: [CenterEdX.lvusd.org](http://CenterEdX.lvusd.org)

### Director of PASC Program

#### **Dr. Ryan Gleason**

Assistant Superintendent, LVUSD  
Program Director  
Phone: (818) 878-5219  
Email: [rgleason@lvusd.org](mailto:rgleason@lvusd.org)

### Credential Analyst

#### **Tina Wilkie**

Credential Analyst  
Phone: (818) 878-5219  
Email: [twilkie@lvusd.org](mailto:twilkie@lvusd.org)

### Fieldwork Instructors

#### **Hallie Chambers**

Email: [halliechambers@lvusd.org](mailto:halliechambers@lvusd.org)

#### **Valerie Louthian**

Email: [vlouthian@lvusd.org](mailto:vlouthian@lvusd.org)

### Faculty

#### **ED 850 A: Change Leadership in California Systems**

Faculty: Dr. Ryan Gleason

#### **ED 854 A: School Law, Policy, and Governance**

Faculty: Dr. Dan Stepenosky

#### **ED 851: Theories of Leadership: Equity and Access**

Faculty: Dr. Clara Finneran, Dr. Stephanie McClay

#### **ED 854 B: Finance, Facilities, and Operations**

Faculty: Karen Kimmel

#### **ED 852: Leadership in Curriculum, Instruction, and Assessment**

Faculty: Liberty Logan and TBA

#### **ED 850 B: Innovative Practices for Advancing Public Education**

Faculty: Dr. Ryan Gleason

#### **ED 853: Personnel Leadership**

Faculty: Dr. Steve Scifres, Hallie Chambers

#### **ED 857: Developing Instruction for Unique Learners**

Faculty: Angie Falk

## Welcome Letters

Dear Cohort Eleven,

Your love of education and passion to continue to learn and grow is the reason LVUSD is successful and our students thrive. Whether you are clearing your teaching credential, working toward your administrative credential, or coaching educators through their credentialing programs, you are a valued member of our team.

Your participation in the Center for Educational Excellence (CenterEdX) credential program offered by LVUSD is an exciting step toward your future. The program was specifically designed by our own teachers and administrators to provide educators with a comprehensive credentialing program that meets the needs of our students. Our team has worked tirelessly to create a high quality program based on reflection, inquiry and collaboration.

An important in our district is to develop effective educational leaders, from teachers to administrators. Our hope is to provide you with a meaningful credentialing experience that creates a pipeline of leadership within Las Virgenes; by investing in you, we are both building leadership capacity and providing our students and community with an exceptional educational experience.

On behalf of the Board of Education, administration, and entire staff, I want to express my appreciation for your commitment to education and the students of Las Virgenes.

All the best,



Daniel Stepenosky, Ed. D.  
Superintendent

Dear Cohort Eleven,

Welcome to Las Virgenes Unified School District's CenterEdX Cohort Nine! As Program Director and faculty, I look forward to working with you over the course of the next year. You are a vital part of the strong culture of high-quality education in our region, for it is your enthusiasm, eagerness, passion, and new ideas that continue to push new ideas to the forefront of education.

Our credential programs reflect many hours of targeted research, collaborative feedback, and purposeful revision went into its design. Our goal is to provide you with a comprehensive, thoughtful experience that supports you at all stages of development as you grow in your professional practice.

Throughout your experience in our programs, you will engage in multifaceted opportunities to reflect and grow in your ability to teach and lead. We promise to guide and stretch you as a professional while also supporting you in meeting your diverse and ever-growing needs. Likewise, the resources selected to develop your practice promote effective and mindful instruction, are rooted in educational research, and reflect our core values.

I am delighted and honored to collaborate with you both in this program and for years to come. As you move forward in your professional practice, please feel free to contact me at any time at (818) 878-5219 or [rgleason@lvusd.org](mailto:rgleason@lvusd.org).

With great excitement for your future,

A handwritten signature in black ink, appearing to read 'R. Gleason'.

Ryan Gleason, Ed.D.  
Assistant Superintendent, LVUSD  
Director of Center EdX Credential Programs

## **Center for Educational Excellence: Mission and Vision**

### **Mission**

LVUSD's Center for Educational Excellence (Center EdX) develops and delivers model programs, services and professional development opportunities to our educational leaders. Through our core values – reflection, innovation, whole child education, and reciprocal coaching – we are able to guide educators toward exemplary teaching and leadership practices and continued professional growth.

### **Vision**

Center EdX fosters a professional learning community that prides itself on reflection. With the core belief that all students can achieve success, Center EdX provides a bridge that links theory and practice to support teachers and administrators in providing equitable learning experiences to meet the diverse needs of our student population. We endeavor to be frontrunners in educational leadership by providing our teachers and administrators with exemplary programs that guide and stretch them as professionals. Rooted in educational research, our programs develop our teachers and administrators into mindful, innovative leaders who create safe and inclusive learning environments for all students.

### **Goals**

1. Provide outstanding research-based educational development opportunities that advance student-centered learning
2. Advance and support district priorities that promote excellence and innovation in education
3. Provide a path to a California Clear Credential through our Teacher Induction Program, Preliminary Administrative Services Credential (PASC) Program, or Clear Administrative Services Credential (CASC) Program

### **Services**

- Credential services:
  - Teacher Induction Program
  - Program, Preliminary Administrative Services Credential (PASC) Program
  - Clear Administrative Services Credential (CASC) Program
- Peer Assistance and Review (PAR) Program
- Professional development opportunities for certificated and classified staff

## Program Description

The Preliminary Administrative Services Credential (PASC) Program is a one-year program designed for aspiring school administrators or teachers who want to expand their leadership capacity.

Candidates participate in fieldwork that allows them to learn about the elements of effective leadership in the context of the California Administrator Performance Expectations (CAPEs).

### Program Goals

- Explore change leadership theory in educational settings
- Support candidate in developing a vision for leadership based on data and research
- Examine systems for developing professional capital
- Examine the role of educational leaders in the context of supporting effective instructional practices
- Provide field experiences that develop skills associated with effective school administration

### Completion Requirements:

- **Coursework:** Complete all program courses with a Grade “B” or Better
- **Fieldwork:** 60 hours w/ 20 of the required hours must be in a grade span other than the candidate’s current, primary assignment
- **CAL APA:** Passage of all three cycles of the California Administrator Performance Assessment (CAL APA)

## Eligibility for Preliminary Administrative Services Credential

In order to be eligible for a Preliminary Administrative Services Credential in the state of California, the following Eligibility requirements:

### **Base Credential:**

To be eligible for the PASC program, you must possess one of the following credentials:

- a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
- a 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; or
- a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

**Basic Skills Requirement:** All candidates must meet the basic skills requirement (BSR) as described in Education Code section 44252(b). Most do this through demonstration of passage of the California Basic Educational Skills Test (CBEST).

**Completion of a Program:** All candidates need to demonstrate completing a Commission-approved preliminary or intern Administrative Services Credential Program based on Administrative Services Credential Program Standards.

**Experience Requirement:** All candidates need to demonstrate verification of one of the following prior to being recommended:

- Five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or
- Five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology. or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or
- c. a combination of (a) and (b).

**Certificate of Eligibility:** If a candidate has completed the above requirements, but does not have an offer of employment, the Commission-approved program shall recommend for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in and administrative position.



## **Course Descriptions**

### **ED 850: CHANGE LEADERSHIP IN CALIFORNIA EDUCATIONAL SYSTEMS**

INSTRUCTOR: Dr. Ryan Gleason

ED 850 is designed to provide a background and basis for all work in Center EdX. The course emphasizes the political, social, and economic background of education, and the historical and philosophical forces giving rise to the institutional practices that limit student academic and social success. Major theories in educational leadership are introduced in this course as well as the relationship between theory and practice in the context of contemporary issues in California. There is a special focus on change leadership in this course, and this focus creates The course focuses on the relationships between federal, state, and local policies and introduces accountability systems for students, staff, and systems.

### **ED 851: CULTURALLY PROFICIENT LEADERSHIP**

INSTRUCTOR: Dr. Clara Finneran and Dr. Stephanie McClay

ED 851 focuses on candidates using on the use of data, contemporary research, and case studies of equity to begin to develop a vision for leadership. Candidates are exposed to effective dispositions/approaches for allocating resources in an equitable, ethical, and legal fashion. To help support the development if the vision, candidates address the issue of institutional bias created by the structure and institutional culture of schools today. Through planned experiences, candidates begin to examine their own biases, share their cultural background, and explore cultural proficiency. Candidates begin to explore personal attitudes towards race, gender, and socio-economic status as they learn ways to examine and confront issues related to race, equity and diversity. Furthermore, candidates embrace the challenge of including multiple perspectives from the community in building consensus. This course emphasizes focusing on barriers to learning such as discriminatory practices, personal and institutional bias, and steps to minimize or eliminate barriers

### **ED 852: LEADERSHIP IN CURRICULUM, INSTRUCTION, AND ASSESSMENT**

INSTRUCTORS: Liberty Logan and TBA

In this course, candidates learn about the foundations of instructional leadership. Data, Research, Statistics and Case Studies are reviewed to inform priorities in decision making. The use of standards, frameworks and instructional materials are outlined. Additionally, students study the use of a comprehensive assessment system, in the context of a collaborative culture focused on data. Candidates explore scheduling and grouping strategies, intervention programs, and scheduling options. Candidates learn the key elements of effective instruction, both in terms of the content and

the teaching methods, with an emphasis on addressing the needs of diverse learners. Candidates learn strategies and practices for development, including walk-throughs, coaching, team instructional analysis. Candidates will be able to match the assessed needs of their students, teachers, and their schools to inform their school plans and to provide well-designed professional development.

### **ED 853: BUILDING PROFESSIONAL CAPITAL**

INSTRUCTOR: Dr. Steve Scifres and Hallie Chambers

This course focuses on two areas. First strategies and systems for developing social capital within an educational system are explored. Candidates will learn how to develop cultures of collaboration, facilitate strong networks of support for enhancing student achievement, how to foster distributed leadership within an organization. Second, the course focuses on systems for developing human capital within an educational system. Special emphasis is placed on the recruitment, selection, mentoring, and evaluation of personnel at all levels of employment as well as planning and implementing staff development programs that are aligned to the principles of adult learning theory. Candidates learn strategies for managing difficult conversations and how to manage the bargaining unit contract when leading people.

### **ED 854: SCHOOL LAW, POLICY, AND MANAGEMENT**

INSTRUCTOR: Dr. Dan Stepenosky, Karen Kimmel

ED 854 is designed to provide the candidate with the tools to effectively manage the school site and lead a school. There is an emphasis on safe school environment; discipline and school-wide management; development of a site-based budget; an overview of legal aspects of school operations' forces that shape legislative provisions; and legal and contractual policies to ensure the school operates within the parameters of federal, state, local laws, policies, regulations, statutory and fiscal requirements. Additionally, the course provides the background and basis in developing the communication systems necessary to effective leadership. Candidates will attain the attitudes, knowledge and skills congruent with the principal as an effective communicator. Topics include inter- and intra-personal communication skills, school and community relations, analysis of school and community power bases and group process skills.

### **ED 855: FIELDWORK PRACTICUM AND PERFORMANCE ASSESSMENT**

INSTRUCTOR: Hallie Chambers and Valerie Louthian

ED 855 focuses on the development of skills associated with effective school administration. The field experience is designed to provide candidates with many opportunities to apply new knowledge and skills within an effective learning environment. Field experiences acquaint candidates with a wide range of administrative responsibilities, and provide for the development of leadership and management skills. The support of student learning and achievement is the foundation for all relevant fieldwork experiences. During their fieldwork experience, candidates are expected to develop and demonstrate competencies defined in the California Administrator Performance Expectations (CAPEs). There is a special focus within the fieldwork on connecting the school with the community. In this course, candidates will connect their Fieldwork Experiences to their Capstone Leadership Project.

### **ED 857: DESIGNING INSTRUCTION FOR UNIQUE LEARNERS**

INSTRUCTOR: Angie Falk

ED 857 is designed to provide the candidate with the tools to effectively manage the complexities of the Special Education on their campus as it applies to General Ed staff, Special Ed staff, Special Ed students and the families of students with special needs. There is an emphasis on legal mandates and best practices as it applies to Child Find, 504s and IEPs. Additionally, the course provides background information on IDEA (Individual with Disabilities Education Act), revisions of IDEA, state special education laws and how these laws form the

basis for effective leadership in guiding and educating staff and parents. Designed for candidates to attain the attitudes, knowledge, and skills congruent with the principal as an effective communicator. Topics include the role of site administrators and special education, the basics of special education, supporting general education and special education staff members, problem-solving in 504s and IEPs, handling difficult parents and evaluating special education staff members on your campus.

## Program Standards Overview

### Standards of Quality and Effectiveness: Preliminary Administrative Services Credential Program Standards (Adopted December 2013)<sup>1</sup>

#### Introduction

In California, the overwhelming majority of education administrators begin their careers in some kind of leadership position at a local school. Additionally, research studies during the last two decades have shown that school leadership plays a pivotal role in improving the quality of education, resulting in higher student achievement scores.<sup>4</sup> Therefore, the determination was made to focus the state's preliminary preparation program on preparing a candidate to assume leadership at a school site.

While both the preliminary and clear programs continue to be framed around California's Professional Standards for Education Leaders (CPSEL), the preliminary standards introduce a new structure for preliminary programs, the Content Expectations and the Performance Expectations. In support of preparing candidates for school site leadership, the Commission on Teacher Credentialing has identified what administrators should know and be able to do on the first day of their initial education administrator position. These expectations are to be interwoven into the candidate's coursework and fieldwork and the responsibility of the program to ensure each candidate has the opportunity to demonstrate their mastery of them through a variety of assessments throughout their preparation program. Only upon successful demonstration of these expectations will a candidate be recommended for a preliminary ASC credential and move on to the clear induction program and the related, but more complex, CPSEL.

Underscoring the need to practice administrative skills, the 2013 Administrative Services Credential Preliminary standards require institutions to prepare future administrators through traditional coursework that is enhanced by quality day-to-day fieldwork, with assignments and experiences that reflect the responsibilities of today's school leadership and the program's coursework. By serving in today's schools, in positions where candidates are asked to recall and apply the knowledge and skills being learned in their preparatory program courses, the candidates become better prepared to address 21st century administrative job responsibilities.

Finally, these standards also acknowledge the healthy, robust partnerships that must exist between program sponsors and the schools, districts, and county offices they serve. Regular communication is required with the goal of both institutions understanding the mission and goals of their partners. More than being advised of program structures and activities, the partnerships discuss program design, candidate assignments and best practices that will provide quality learning opportunities. It is only through joint collaborative efforts that candidates will be provided with quality fieldwork that brings day-to-day relevance to corresponding coursework.

---

<sup>1</sup> Taken from the California Commission on Teacher Credentialing Administrative Services Handbook, Rev. July 18, 2017

## **Category I: Program Design and Coordination**

### Program Standard 1: Program Design and Rationale

The administrative services preparation program prepares instructional leaders to serve effectively in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research and aligned with the California Administrator Performance Expectations California Administrator Performance Expectations (CAPE) and principles of adult learning theory. The program includes a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences designed to provide extensive opportunities to engage candidates in developing knowledge, skills, and dispositions to advance teaching and learning. The program includes both formative and summative assessments based on the .

### Program Standard 2: Collaboration, Communication and Coordination

Each sponsor of an administrative services preparation program establishes one or more partnerships that contribute substantively to the design, implementation, quality and effectiveness of the program. Partnership agreements are collaboratively established with each partner and clearly define roles and expectations of all partners sharing the responsibility for the implementation and success of the program. Partners, such as advisory committees, school districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate regularly and openly. Partners share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.

### Program Standard 3: Development of Professional Leadership Perspectives

By design, the administrative services preparation program facilitates each candidate's development of a professional leadership perspective through learning activities that promote leadership and interpersonal skills. The program curriculum and pedagogies are designed to engage candidates in learning activities that require the ability to diagnose the causes of organizational problems at both macro and micro-organizational levels (e.g., system-wide and individual). The program provides multiple opportunities for candidates to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political context and its implications. In addition, the program ensures candidates understand environmental contexts, organizational culture, intra-organizational systems, and their influence on human behavior and educational outcomes. Finally, the program builds leadership perspective through learning activities that expose candidates to both the internal and external influences, relationships, resources, and opportunities that can engender and support the vision and mission of the school and district.

### Program Standard 4: Equity, Diversity and Access

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. Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains

including race, gender, language, sexual orientation, religion, ableness, and socio-economic status; (b) learn ways to analyze, monitor, and address these issues at the individual and system level; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies; and (d) come to understand the role of the leader in creating equitable outcomes in schools. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how leaders can address and monitor institutional-level inequity.

The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing effective instruction and equitable access for all students. The program ensures candidates understand pedagogical approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including English learners and students with special needs.

#### Program Standard 5: Role of Schooling in a Democratic Society

By design, the administrative services preparation program provides each candidate with an opportunity to critically examine the principles of democratic education and the responsibilities of citizenship. This includes the moral imperative to provide all students with the best possible education. The program prepares each candidate to understand the role of the school in preparing K-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society. The program includes opportunities for candidates to learn how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling. The program prepares candidates to understand the administrator's responsibility to develop and nurture public support, family participation, and community engagement. In addition, the program prepares administrators to establish civility through an organizational culture that promotes constructive problem solving, conflict resolution strategies, and application of ethical behaviors.

### **Category II: Curriculum**

#### Program Standard 6: Preparing Candidates to Master the Administrator Performance Expectations (CAPEs)

The California Administrator Performance Expectations describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively lead a school community in educating and supporting all students in meeting the state-adopted academic standards.

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each California Administrator Performance Expectation (CAPEs). As candidates progress through the program, pedagogical and andragogical assignments are increasingly complex and challenging. The scope of the pedagogical and andragogical assignments (a) address the CAPEs as they apply to the credential, and (b) prepares the candidate for the California

Administrator performance assessment (CalAPA) and other program-based assessments.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the CAPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the CAPEs.

### **Category III: Field Experiences in the Program**

#### Program Standard 7: Nature of Field Experiences

In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the *Performance Expectations*. Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

#### Program Standard 8: Guidance, Assistance and Feedback

The administrative services preparation program sponsor has an effective system by which the candidate's performance is guided, assisted, and evaluated in each field experience. In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement.

### **Category IV: Candidate Competence and Performance**

#### Program Standard 9: Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, the program determines on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the *California Administrator Content Expectations California Administrator Performance Expectations* and satisfactory performance on the full range of below. A representative of the program sponsor and at least one field/clinical supervisor provides the verification of candidate competence and performance. When available, a Commission-approved Administrator Performance Assessment may be used to satisfy this requirement. Satisfactory performance is defined as achieving competence as expected for entry-level administrators. During the program, candidates are guided and coached on their performance using formative assessment processes.

## Academic Integrity Policy

The Las Virgenes Unified School District's credential programs are strengthened by our scholarship and integrity. As members of the academic community, we are responsible for maintaining and adhering to the highest standards of academic integrity. It is essential that all members of our Credential Programs practice academic honesty and accept individual responsibility for their work and actions. Any behavior or act which might be defined as dishonest or deceitful be met with the appropriate disciplinary sanctions up to and including removal of the candidate from the program.

Academic dishonesty can take a number of forms including, but not limited to the following:

1. Cheating: The copying of another's work, offering another's work as one's own, and/or having another person complete an assignment for oneself.
2. Fabricating: The falsification or invention of any information or citation in an academic exercise. This includes omitting or falsifying data and/or sources, and otherwise violating the ethical principles of research.
3. Plagiarism: The use of the intellectual creations of another without proper attribution. Plagiarism may take two forms:
  - a. Stealing or passing off as one's own the ideas or words, images, or other creative works of another
  - b. Using a creative production without crediting the source, even if only minimal information is available to identify it for citation.
  - c. Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one's own words), and for information, which is not common knowledge.
4. Misrepresentation of Academic Records: Misrepresenting, tampering with, or attempting to tamper with any academic document either before or after enrollment in the program. This includes creating or falsifying transcripts, forgery, alteration, or misuse of official academic documents.
5. Colluding: Knowingly or intentionally helping another to violate any provisions of this policy.

Any program candidate who is found to have violated the Academic Integrity Policy will meet with the Program Coordinator to determine sanctions. Depending on the severity of the violation, possible sanctions may include the following:

- The candidate may need to complete an alternate assignment while being financially liable for all associated administrative costs for creation, distribution, and documentation.
- The candidate may be formally dropped from the Credential Program and could be required to clear their credential through a different institution or in another year at the cost of the candidate.



## **Attendance Policy**

We understand that sometimes events occur that prevent you from attending a class. Please note that missing more than 1 class per course could result in having to retake the entire course for which you were absent.

The PASC Program Calendar is included on the following page. Additionally, our Course Sequence document can be found on page 18 should you want additional information about course content.

## Program Calendar

# Center EdX PASC (August Start)



July 2022						
W	S	M	T	W	T	F S
26						1 2
27	3	4	5	6	7	8 9
28	10	11	12	13	14	15 16
29	17	18	19	20	21	22 23
30	24	25	26	27	28	29 30
31	31					

August 2022						
W	S	M	T	W	T	F S
31		1	2	3	4	5 6
32	7	8	9	10	11	12 13
33	14	15	16	17	18	19 20
34	21	22	23	24	25	26 27
35	28	29	30	31		

September 2022						
W	S	M	T	W	T	F S
35					1	2 3
36	4	5	6	7	8	9 10
37	11	12	13	14	15	16 17
38	18	19	20	21	22	23 24
39	25	26	27	28	29	30

October 2022						
W	S	M	T	W	T	F S
39						1
40	2	3	4	5	6	7 8
41	9	10	11	12	13	14 15
42	16	17	18	19	20	21 22
43	23	24	25	26	27	28 29
44	30	31				

November 2022						
W	S	M	T	W	T	F S
44			1	2	3	4 5
45	6	7	8	9	10	11 12
46	13	14	15	16	17	18 19
47	20	21	22	23	24	25 26
48	27	28	29	30		

December 2022						
W	S	M	T	W	T	F S
48					1	2 3
49	4	5	6	7	8	9 10
50	11	12	13	14	15	16 17
51	18	19	20	21	22	23 24
52	25	26	27	28	29	30 31

January 2023						
W	S	M	T	W	T	F S
1	1	2	3	4	5	6 7
2	8	9	10	11	12	13 14
3	15	16	17	18	19	20 21
4	22	23	24	25	26	27 28
5	29	30	31			

February 2023						
W	S	M	T	W	T	F S
6				1	2	3 4
7	5	6	7	8	9	10 11
8	12	13	14	15	16	17 18
9	19	20	21	22	23	24 25
10	26	27	28			

March 2023						
W	S	M	T	W	T	F S
10				1	2	3 4
11	5	6	7	8	9	10 11
12	12	13	14	15	16	17 18
13	19	20	21	22	23	24 25
14	26	27	28	29	30	31

April 2023						
W	S	M	T	W	T	F S
14						1
15	2	3	4	5	6	7 8
16	9	10	11	12	13	14 15
17	16	17	18	19	20	21 22
18	23	24	25	26	27	28 29
19	30					

May 2023						
W	S	M	T	W	T	F S
19		1	2	3	4	5 6
20	7	8	9	10	11	12 13
21	14	15	16	17	18	19 20
22	21	22	23	24	25	26 27
23	28	29	30	31		

June 2023						
W	S	M	T	W	T	F S
23					1	2 3
24	4	5	6	7	8	9 10
25	11	12	13	14	15	16 17
26	18	19	20	21	22	23 24
27	25	26	27	28	29	30

<b>ED 850</b>	Change Leadership in California Education Systems: Part I
<b>ED 851</b>	Theories of Leadership: Equity and Access
<b>ED 852</b>	Instructional Leadership with an Adaptive Stance
<b>ED 853</b>	Maximizing Decisional Capital through Personnel Leadership
<b>ED 854A</b>	School Law, Policy, and Governance
<b>ED 854B</b>	School Finance, Facilities, and Operations
<b>ED 850</b>	Change Leadership in California Education Systems: Part II
<b>ED 850</b>	Change Leadership in California Education Systems: Part III
<b>ED 857</b>	Designing Instruction for Unique Learners

## Grading Policy

Candidates pursuing their administrative credential must maintain an 80% or better in all classes in the program, as grades are issued according to the following scale:

90% or above	A
89-80%	B
79 or below	Not Passing

Candidates must retake any classes where they receive a not passing grade. Grades are reported in our online learning management system, NEO LMS. At the end of the semester, the points you earn will be assigned a transcript grade accordingly.

In addition, please note the following provision:

- Incomplete (I): The symbol "I" indicates that a portion of required coursework has not been completed. A substantial portion of the course has been completed with a passing grade and that there is still a possibility of earning credit. An incomplete will be assigned when a student would be required to repeat a major portion of the class when it is next offered (please see Attendance Policy). All incompletes must be completed before a credential can be awarded.

The PASC Program and its instructors use the following criteria a guide when grading student work:

**Professional Quality:** Work is presented in a form that will be acceptable to show a colleague in a professional manner. Time and attention appears to have been given to the assignment.

**Applicable Value:** The completed work would serve as a useful tool with relevant teaching application, and would be advantageous to other professionals.

**Academic Integrity:** The Las Virgenes Unified School District's Center for Educational Excellence is strengthened by our scholarship and integrity. As members of the academic community, we are responsible for maintaining and adhering to the highest standards of academic integrity.

Any behavior or act which might be defined as dishonest or deceitful be met with the appropriate disciplinary sanctions up to a including removal of the candidate from the Program. For additional information, please revisit the Academic Integrity Policy in your program handbook.

Additionally, all assignments:

- Should be typed
- Should use precise terminology and academic language
- Require correct grammar and spelling

- Should be submitted on the established due date

## Program Fees

Annual Program Fee: Preliminary Administrative Services Credential Program (Cost is all-inclusive of books, materials, meals, etc.)	\$7,500.00
Registration Fee: Paid directly to Blackbaud, our tuition management system	\$50
Cal APA Fees: Fees are paid directly to Pearson. Review the fees and payment policies <a href="#">here</a> .	Cycle 1: \$125 Cycle 2: \$150 Cycle 3: \$150

## Payment Plan Options

LVUSD offers a tuition payment plan for the PASC Program so that individuals can spread their tuition payments over the course of the program.

### Option 1: Pay in Full

Tuition for the PASC Program totals \$7,550. You can elect to pay the program tuition in full by February 1, 2022.

### Option 2: Monthly Installments

A 12-month payment plan would begin January 2022 and end December 2022. Your installments will total \$625.00 due the 15th of each month.

### Blackbaud/Smart Tuition

Payments can be made via Blackbaud using a bank account, debit or credit card. Account information will be included in your program handbook, which you will receive upon enrolling in the program. Please note there is a 2.9% processing fee for any tuition paid by card.

**Candidates will not be recommended for their credential until tuition is collected in full.**

## California Administrator Performance Assessment (Cal APA)

You will be provided with all CalAPA Assessment Guides, including directions, rubrics, submission specifications, and a glossary, as well as the templates and the Assessment Materials Updates document via our ED855 course. You will also be able to download these materials in the ePortfolio system after you register for each cycle. The following is an overview of the Cal APA leadership cycles including relevant submission dates.

Cycle	Cycle I	Cycle II	Cycle III
<b>Title</b>	Analyzing Data to Inform School Improvement and Promote Equity	Facilitating Communities of Practice	Supporting Teacher Growth
<b>Overview</b>	Candidates will conduct an equity gap analysis, determine causal factors for these gaps, and identify a plan of action for closing these gaps.	Candidates will identify their learning context, evaluate team collaboration at their site, facilitate a series of meetings around a problem of practice.	Candidates will practice the coaching of a teacher through the evaluation process.
<b>Required Evidence</b>	<ul style="list-style-type: none"> <li>● Data Collection and Summary Overview of Key Findings and Trends</li> <li>● Equity Gap Analysis, Causal Factors, and Problem Statement</li> <li>● School Improvement and Equity Planning Document</li> <li>● Reflective Narrative</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Learning Context, Area of Educational Focus, Community of Practice</li> <li>● Identification of a Problem of Practice, Approach to Collaboration, and Strategy to Address the Problem of Practice</li> <li>● Meeting Video Clips, Agendas, and other Artifacts</li> <li>● Reflective Narrative</li> </ul>	<ul style="list-style-type: none"> <li>● Context of Coaching Cycle and Volunteer Teacher</li> <li>● Annotated Clips of Teacher Pre-Observation, Post-Observation, and other Coaching Conversations</li> <li>● Reflective Narrative</li> </ul>

## Cal APA Acceptable Support Guidelines

This document outlines policies and guidelines for supporting candidates during their completion of the CalAPA. These guidelines apply to all support providers, including faculty, supervisors, cooperating teachers, peers, and others who may provide assistance (e.g., a tutor). Consistent with research on student learning, programs are encouraged to help candidates examine in meaningful ways the California Administrator Performance Expectations (CAPE) evaluated by the CalAPA, and to discuss how they will demonstrate their performance in relation to those expectations. Since the CalAPA is to be embedded within an administrative services preparation program, it is expected that candidates will engage in professional conversations with support providers about school leadership associated with the outcomes assessed by the CalAPA. Support providers are encouraged to review with the candidate the language, structure, and progression of a candidate's submission against the CalAPA rubrics, and to provide formative feedback and guidance to the candidate as part of the preparation program experience.

The following activities constitute **required** forms of support for candidates completing the CalAPA:

- Providing candidates with access to the CalAPA assessment preparation materials and other explanatory materials about the CalAPA and expectations for candidate performance on the assessment
- Explaining CalAPA leadership cycles and rubrics, and guiding discussions about them (e.g., orientation or overview sessions for each cycle)
- Engaging candidates in formative experiences aligned with the CalAPA (e.g., assignments on the investigate, plan, act, and reflect sequence; practice in instructional coaching)
- Ensuring that candidates complete the assessment within a cooperating school or district during their clinical experience and verify appropriate permissions for all individuals who appear in any video recording
- Engaging candidates in formative experiences aligned with the CalAPA (e.g., analyzing data, facilitating collaborative professional learning, and coaching for improved instruction)
- Providing candidates who are not successful on the CalAPA with additional support focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring

The following activities constitute **acceptable** forms of support for candidates completing the CalAPA:

- Referring candidates to the CalAPA Glossary and discussing definitions and clarifications of key terms as used in the assessment materials
- Reviewing examples of effective school leadership (e.g., planning documents, data analyses, facilitation, instructional feedback) using CalAPA rubrics or support documents
- Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses

- Recommending and/or providing specific assistance to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, facilitation, using data to inform planning, coaching teachers)
- Explaining scoring rubrics by using them in formative exercises or assignments outside of the ones the candidate will submit for scoring
- Linking content and experiences from the preparation program to the CAPE as measured by the CalAPA cycles and rubrics
- Providing a schedule/timeline for completion of the CalAPA
- Conducting "check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions.
- Paraphrasing or answering candidate questions about the content of leadership cycles, rubrics, directions (including templates), or support documents such as the CalAPA assessment materials
- Encouraging candidates to self-assess draft responses or video recordings against the CalAPA rubrics without providing direct edits to responses or specific answers to CalAPA prompts
- Answering common questions about the CalAPA in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalAPA while maintaining the original work of each candidate
- Directing candidates to resources on current research and evidence-based practices, and to experts in the field who are knowledgeable about the content of the cycles and rubrics
- Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions
- Arranging technical assistance for video-recorded portions of the CalAPA
- Providing and discussing support documents such as these guidelines for acceptable support and the CalAPA Rules of Participation

Although there may be many opportunities for support providers to encourage a candidate's deeper understanding and demonstration of educational leadership, other supports are not acceptable within the CalAPA process. These unacceptable forms of support will undermine the use of the assessment as a determinant of a candidate's status with respect to the CAPE and as an indicator of preparation program quality and effectiveness. Engaging in these activities could lead to a candidate's loss of the credential and jeopardize a program's accreditation status.

The following activities constitute **unacceptable** forms of support for candidates completing the CalAPA:

- Providing a candidate with the content or answers in response to a CalAPA prompt or task (e.g., choosing the data sources to investigate, conducting the data analyses, drawing conclusions on the implementation of strategies, redirecting candidates about who to observe)
- Editing a candidate's response prior to submission
- Conjecturing on CalAPA performance requirements, expectations, or what is deemed as sufficient evidence
- Using institutional terms and definitions as substitutes for those used in the CalAPA



- Offering critique of a candidate's draft responses prior to submission for official scoring that provides specific, alternative responses or answers to prompts
- Telling a candidate which video clips or work samples to select for submission
- Telling a candidate which sections of video clips should be annotated

Uploading a candidate's responses (written or video-recorded) to publicly available websites or through social media

## Fieldwork

Fieldwork allows for the aspiring administrator to learn about the elements of effective leadership in the context of the California Administrator Performance Expectations (CAPEs).

### Fieldwork Expectations:

- Candidates are required to complete 60 hours of fieldwork.
- 20 of the 60 hours must be in a grade span other than your current, primary assignment (for example, if you work on a high school campus, 1/3 of your fieldwork must be spent at the elementary school level)
- All candidates are required to shadow two administrators for 6 hours (3 hours at the K-6 level and 3 hours at the 7-12 level)
- All candidates are required to attend a minimum of one hour at the following types of meetings:
  - A school board meeting
  - An ELAC or DELAC meeting
  - A School Site Council meeting
- All candidates are required to conduct a 30-60 minute interview with a district level administrator
- A maximum of 6 hours of conference, workshop or seminar attendance will be accepted.

Please note: Meetings with Fieldwork Instructors do not apply toward Fieldwork hours.

**You will be provided with an editable copy of the Fieldwork Proposal by your Fieldwork Instructors in January of 2022.**

## **Grievance Procedures**

### **Informal Complaint Process**

#### **Step 1: Informal Complaint**

Every effort should be made to resolve a complaint at the earliest possible stage. Prior to instituting a formal, written complaint, the program participant shall first discuss the issue with the Credential Programs Assistant. Formal complaint procedures shall not be initiated until the participant has first attempted to resolve the matter informally.

### **Formal Complaint Process**

#### **Step 2: Formal, Written Complaint**

If the matter cannot be resolved through the informal process, then the complainant may file a written complaint with the Director of Education and Leadership within 60 days of the act or event, which is the subject of the complaint. If the participant fails to file a written complaint within 60 days, the complaint shall be considered settled on the basis of the answer given during the Informal Complaint Process. Within 10 working days of receiving the complaint, the Director of Education and Leadership shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

#### **Step 3: District Level Appeal**

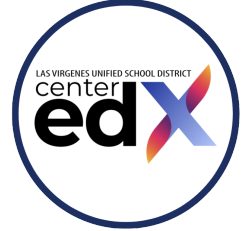
If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Assistant Superintendent of Education within five working days of receiving the written response from the Director of Education and Leadership. The complainant shall include all information presented to the Coordinator at Step 2. Within 10 working days of receiving the complaint, the Assistant Superintendent shall conduct any necessary investigation, including reviewing the investigation and written response by the Director of Education and Leadership at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

#### **Step 4: Appeal to Superintendent**

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the district's Superintendent within five working days of receiving the response from the Assistant Superintendent of Education. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Director of Education and Leadership shall submit to the Superintendent a written report describing attempts to resolve the complaint and the district's response. The Superintendent may uphold the findings by the Assistant Superintendent of Education without hearing the complaint or the Superintendent may hear the complaint at a dedicated meeting. The Superintendent shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Superintendent's decision shall be final.



Las Virgenes Unified School District  
Center EdX Credential Programs  
**Nondiscrimination Policy**



Las Virgenes Unified School District's Center for Educational Excellence (Center EdX) provides a positive learning environment where program participants and applicants are assured equal access and opportunities. Center EdX prohibits district employees from discriminating against or harassing any Center EdX participant or applicant on any basis as prohibited by law, including but not limited to race, religious creed, color, national origin, ancestry, age, marital status, covered veteran's status, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation.

No person shall be denied program admission solely because of any impairment, which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made.

Furthermore, Center EdX makes all admissions decisions without unlawful discrimination; these decisions include admission, retention and graduation of students in our credential programs.