

CASC PROGRAM JANUARY 2024



Program
Handbook

www.CenterEdX.org

Table of Contents

Program Contacts	1
Welcome Letters	2
Center for Educational Excellence: Mission and Vision	4
Program Description	5
Credential Eligibility Requirements	6
Program Calendar 2023-2024	7
Academic Integrity Policy	9
Attendance Policy	10
Program Fees	11
Program Extension Policy	13
Grievance Procedures	14
Nondiscrimination Policy	15
Handbook Acknowledgement	16

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Welcome Letters

Dear CASC Candidates

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 value 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 CASC Candidate,

Welcome to Las Virgenes Unified School District's CenterEdX . We are excited for the opportunity to work with our district's new teachers, administrators, and experienced coaches. You are a vital part of the strong culture of high-quality education within our district, for it is your enthusiasm, eagerness, passion, and new ideas that continue to push LVUSD 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.

With great excitement for your future,

A handwritten signature in black ink, appearing to read 'R. Gleason', written in a cursive style.

Ryan Gleason, Ed.D.
Assistant Superintendent, LVUSD
Director of Center for Educational Excellence Credential Programs

Center for Educational Excellence: Mission and Vision

Mission

LVUSD's Center for Educational Excellence 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 for Educational Excellence fosters a professional learning community that prides itself on reflection. With the core belief that all students can achieve success, the Center for Educational Excellence 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 CASC Program, a two-year program, is a path to a California Clear Administrative Services Credential. After you earn your preliminary administrative credential, CASC is the second phase of preparation for educational leaders. With a focus on job-embedded, experiential learning, the heart of the program is a coaching-based model. The program supports candidates in the administrative position they currently hold while developing their full capacity, allowing for effective leadership in California 21st century schools.

Participants will receive a minimum of 40 hours of coaching each year. Informed by our Neuro-Behavioral Coaching model, this allows both the coach and participant to examine best practices.

Coaches and candidates attend all program classes together; because we believe candidates need to develop coaching capacities to effectively support educators in their schools and districts, candidates experience their learning on multiple levels through discussion and reflection.

Responsibilities of Participants

1. Advisement
2. Enrollment
3. Coaching
4. Face to Face Classes
5. Online Collaborative Courses
6. CPSEL Self-Reflection
7. Leadership Growth Plan

Eligibility Requirements

Eligibility is determined by the credential document held by an individual and district employment requirements. In general, candidates must:

- Hold an active Preliminary Administrative Service Credential
- Verify Current employment in a position that requires an Administrative Services credential
- Submit a completed application to the LVUSD's Center for Educational Excellence within 120 days of employment in an administrative position

Should you have any questions about eligibility requirements or program registration, please call us at 818-878-5251 or set up an appointment with our program staff at centeredx.org.



LVUSD Center for Education Excellence : CASC Program

2023-2024 Program Calendar

Please connect with your coach/candidate to ensure that all have the required dates. Candidates and coaches can only miss one class and must make up all content, per program guidelines.

All classes are from 4:00-5:30 PM. [CLICK HERE](#) for the Zoom link.

Meeting ID: 527 212 3489

Passcode: 038309

2023-2024 texts (Provided by Program):

- Gleason (2023). CASC Year 1 Coaching Guide
- Gleason (2023). CASC Year 2 Coaching Guide
- Gleason (2023). Neuro-Behavioral Coaching Reference Cards

August	
Year 1 August 15th	Coaching Training #1: <ul style="list-style-type: none"> ● Mediated Learning Experiences ● Support Stances and the Dilts Model ● The SPACE Coaching Framework
Year 2 August 21st	Coaching Training #1: <ul style="list-style-type: none"> ● SPACE Framework Review ● Relational Trust ● Conflict Inventory
September	
Year 1 September 19th	Coaching Training #2: <ul style="list-style-type: none"> ● Paraphrasing ● Mediative Questions ● CPSEL Self Reflections
Year 2 September 27th	Coaching Training #2: <ul style="list-style-type: none"> ● Non-Verbal Communication and the Coaching Context ● SPACE: CPSEL Self Reflection
October	
Year 1 October 17th	Coaching Training # 3: <ul style="list-style-type: none"> ● SPACE, Paraphrasing, Mediative Questions Practice

	<ul style="list-style-type: none"> ● Goal Setting
Year 2 October 18th	Coaching Training #3: <ul style="list-style-type: none"> ● The Eight Question Framework
November	
Year 1 November 7th	Coaching Training # 4: <ul style="list-style-type: none"> ● Principles of Effective Listening ● SPACE, Paraphrasing, Meditative Questioning Practice
Year 2 November 28th	Coaching Training #4: <ul style="list-style-type: none"> ● The Eight Question Framework and Goal Setting
December	
Year 1 December 19th	Coaching Training # 5 <ul style="list-style-type: none"> ● Wait Time ● Creating a Climate of Transformational Empathy
Year 2 December 21st	Coaching Training #5: <ul style="list-style-type: none"> ● Gratitude and Appreciation Coaching Map, Part I
January	
Year 1 January 9th	Coaching Training #6 <ul style="list-style-type: none"> ● Cognitive Distortions and the Cognitive Triad, Part I
Year 2 January 25th	Coaching Training #6: <ul style="list-style-type: none"> ● Gratitude and Appreciation Coaching Map, Part II and Mid-Year Reflection
February	
Year 1 February 15th	Coaching Training #7: <ul style="list-style-type: none"> ● Cognitive Distortions and the Cognitive Triad, Part II ● Cognitive Distortions and Goal Progression
Year 2 February 29th	Coaching Training # 7: <ul style="list-style-type: none"> ● Mapping for Maslow ● Breakthrough Coaching
March	
Year 1 March 5th	Coaching Training #8 <ul style="list-style-type: none"> ● Cognitive Distortions and the Cognitive Triad, Part III
Year 2 March 19th	Coaching Training # 8: <ul style="list-style-type: none"> ● Kaufman's Model of Self-Actualization

	<ul style="list-style-type: none"> • Goal Reflection
April	
Year 1 April 23rd	Coaching Training #9 <ul style="list-style-type: none"> • Putting it all together: MetaCoaching the First Year Experience • End of Year CPSEL Self Reflection
Year 2 April 24th	Coaching Training #9: <ul style="list-style-type: none"> • Ryff's Model of Well-Being • Affect Labeling
May	
Year 1 May 20th	Coaching Training #10: <ul style="list-style-type: none"> • Goal Completion and Program Submission
Year 2 May 22nd	Coaching Training #10: <ul style="list-style-type: none"> • Self Determination Theory • Closure/Goal Completion
June	
Year 2 June 13th	Center for Educational Excellence CASC Graduation

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 the 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 year could result in having to retake the entire program the following year. Please communicate any absence with program staff.

In addition:

- Candidates and coaches will be on time for each class and fully present (cameras on) for the full hours of instruction.
- Candidates will be in a consistent and quiet learning environment for the duration of class. They will not be at an event, driving, flying, etc.
- Candidates will come to class prepared having done all their assignments and reading in advance.

Leave of Absence- All Programs

To step away from the Credential Program for an extended period of time (i.e. medical leave, maternity leave, etc.), Candidates must notify the Program Coordinator and request a leave of absence from the Program. In order to do so he/she must:

- Contact the Program Coordinator to formally request, in writing, a leave of absence
- [Complete the Leave of Absence Form](#)
- The Program Coordinator will review the formal written request and Program

If a leave of absence from the program is granted, Candidates may not fulfill coursework that leads to program completion. Depending on when the Candidate goes out on leave and the duration of the leave, program staff can then best determine whether makeup would be allowed, or if re-enrolling the following academic year would be needed to ensure all requirements can be met.

Administrative Withdrawal

Center EdX may withdraw a candidate from a program if the student fails to meet the prerequisite(s) or other requirements as indicated in the Program Handbook.

Program Fees

Annual Program Fee: Clear Administrative Services Credential Program (Cost is all-inclusive of books, materials, etc.)	\$2,500.00
Registration Fee: Paid directly to Blackbaud, our tuition management system	\$50.00
Tutorial Fee (Individual instruction required to complete late program requirements)	\$50.00/hour
Late Document Review Fee (Incurred if Inquiry Index is not submitted on or prior to posted due date)	\$350.00
Leadership Growth Plan Resubmission Fee (Incurred if Inquiry Index needs to be resubmitted for not meeting program requirements)	\$175.00

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

Coach Reassignment Policy

If the initial pairing between the Candidate and Coach is unsuccessful for any reason, this match may be revised.

The reassignment process is as follows:

- A Candidate or Coach may request a new match at any time by contacting the Program Coordinator
- On rare occasions, Coaches who are not able to complete their duties may be removed by the Program Coordinator to allow for a more appropriate match.
- Upon receipt of the request for a new match, the Program Coordinator will gather confidential information from both parties. In an effort to collaboratively determine a solution, respect and professionalism will be maintained for all those involved.
- The Program Coordinator will implement the solution and monitor the new match. Appropriate information will be shared as needed.

In the event that a Coach is reassigned mid-semester, he/she will be compensated according to the partial duties he/she completed. Likewise, newly assigned Coaches will be prorated depending on the time remaining in the school year and the duties completed.

Program Extension Policy

Although each Candidate is expected to complete the Clear Credential Program within the initial two years of employment, extenuating circumstances do occur and may preclude the Candidate from doing so. A formal request to the Program Coordinator must be made. Appropriate documentation shall accompany the formal request.

Extensions are offered according to the following criteria:

Program Extension

Candidates may request a short-term extension on one or more requirements of the Credential Program. In order to do so, he/she must:

1. Contact the Program Coordinator to formally request, in writing, a program extension
2. Complete the Program Extension Form

The Program Coordinator will review the formal written request and Program Extension Form and grant approval or deny the request. The Candidate will be notified of the decision within 5 business days.

Leave of Absence

To step away from the Credential Program for an extended period of time, Candidates must request a leave of absence.

In order to do so he/she must:

1. Contact the Program Coordinator to formally request, in writing, a leave of absence
2. Complete the Leave of Absence Form

The Program Coordinator will review the formal written request and Program Extension Form and grant approval or deny the request. The Candidate will be notified of the decision within 3 business days.

If a leave of absence from the program is granted, Candidates may not attend classes or fulfill coursework that lead to program completion.

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 Program Coordinator. 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 Program Director 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 Program Director 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 Chief Business Officer within five working days of receiving the written response from the Program Director. The complainant shall include all information presented to the Coordinator at Step 2. Within 10 working days of receiving the complaint, the Chief Business officer shall conduct any necessary investigation, including reviewing the investigation and written response by the Program Director 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 Chief Business Officer. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Program Director 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 Chief Business Officer 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 for Educational Excellence Credential Programs

Nondiscrimination Policy

Las Virgenes Unified School District's Center for Educational Excellence (Center for Educational Excellence) provides a positive learning environment where program participants and applicants are assured equal access and opportunities. Center for Educational Excellence prohibits district employees from discriminating against or harassing any Center for Educational Excellence 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, the Center for Educational Excellence makes all admissions decisions without unlawful discrimination; these decisions include admission, retention and graduation of students in our credential programs.

Acknowledgment of Receipt of Program Handbook

The CASC Program Handbook contains important information about the Clear Administrative Services Credential (CASC) Program and the Center for Educational Excellence (Center EdX), and I understand that I should consult the Program Coordinator regarding any questions not answered in the handbook.

Since the information, policies, and benefits described herein are subject to change at any time, I acknowledge that revisions to the handbook may occur. All such changes will generally be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

Furthermore, I have had an opportunity to read the handbook, and I understand that I may ask the Program Coordinator any questions I might have concerning the handbook. I accept the terms of the handbook. I also understand that it is my responsibility to comply with the policies contained in this handbook, and any revisions made to it.

I have received a copy of the CASC Program Handbook on the date listed below. I understand that I am expected to read the entire handbook.

Signature of Participant

Date

Participant's Name Printed