Contra Costa County Office of Education

Administrative Leadership Program

"Building leaders to transform the future of education"

Preliminary Administrative Services Credential

Program Handbook

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Welcome to Contra Costa County Office of Education's Preliminary Administrative Services Credential (PASC) Program. We are excited that you have chosen to take this next step in your career. These are exciting and challenging times in education, and we need leaders who aspire to successfully and ethically lead in the 21st Century. Thank you for your commitment to making a difference!

Research shows that **Leadership Matters**! Our PASC program is developed to bring you rich learning experiences that grow your leadership skills in many ways. Embedded in our face to face coursework is a focus on instructional leadership, social justice and systems-thinking that will support our future leaders to transform educational systems - systems that ensure equitable, inclusive outcomes for each and every student served. Through a deep understanding of improvement science, our candidates will utilize strategies such as design thinking to tackle the complex challenges our educational systems face. Your participation in our virtual Professional Learning Communities (PLCs) and your fieldwork experiences will allow you to enhance your skills through collaboration and on the job learning opportunities.

Our PASC program's skilled faculty members have diverse leadership experiences that will bring you rich learning opportunities, helping you to develop knowledge and skills needed to be successful in this complex work of educational leadership. With the guidance of CCCOE's PASC staff, you will develop your own unique set of beliefs and dispositions that will support you in your future endeavors. Our faculty is committed to your success!

Congratulations on joining our program and becoming a part of our team of dedicated professionals. It is our honor to work with you and support you in your future opportunities of educational leadership.

Sincerely,

Lynn Mackey   Marsha Tokuyoshi
Superintendent   Senior Director, Educational Services

PROGRAM VISION

"Building leaders to transform the future of education."

OUR MISSION

Our innovative program is designed to equip aspiring educational leaders to **successfully and ethically lead in the 21st Century.** Our emphasis on **continuous improvement** through a **systems-thinking** lens provides candidates the skills and knowledge needed to tackle the complex challenges faced by schools today. We are committed to supporting and nurturing leaders who build **relationships** and their understanding of their community's assets and needs to transform their educational systems - systems that ensure **equitable, inclusive outcomes** for each and every student served. With a focus on **instructional leadership** embedded throughout our coursework, leaders develop a belief system around issues of **justice**, and a deep understanding of practices and policies that impact student learning. Our program is aligned to the California Administrative Performance Expectation Standards, providing "developmentally progressive" experiences that facilitate a pathway from theory to practical. Our blended program of online and face to face coursework, coupled with fieldwork experiences, empowers administrators to embrace the challenges and opportunities of educational leadership.

PASC PROGRAM STAFF & FACULTY

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ELIGIBILITY & ADMISSION REQUIREMENTS

The Contra Costa County Office of Education's PASC program is designed to support full time candidates who are seeking to deepen their understanding of leadership while acquiring a preliminary administrative services credential. Our rigorous program focuses on preparing socially responsible educational leaders to lead and transform the future of education in California.

Admission Requirements:
- ☐ Application Packet completed by deadline
- ☐ Resume showing proof of at least five years of work with valid credential
- ☐ Two letters of recommendation
- ☐ Employment Verification Form (letter) - five years certificated teaching experience
- ☐ Copy of California Teaching Credential and/or Service Credential
- ☐ Copy of CBEST /Basic Skills verification
- ☐ $200.00 non-refundable processing fee to be applied towards tuition; payable to CCCOE and submitted with Application Packet

Applicants who meet the following requirements are eligible to apply for admission:
- Possess one of the following valid credentials:
  - o 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
  - o A clear or life 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
  - o 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 rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.
- Satisfy the Basic Skills Requirement (BSR). *(Most applicants who hold a valid clear CA credential will have met the BSR. Candidates holding the following credentials must confer with PASC Program Coordinator to ensure they have met the Basic Skills Requirement as it was not a standard part of these credential programs: out-of-state standard elementary, standard secondary, designated subjects or Career Technical Education credentials.)*
- Complete five or more years with the valid credential (teaching/counseling) at the start of the program

PROGRAM OVERVIEW

Our rigorous program focuses on preparing socially responsible educational leaders to lead and transform the future of education in California through the leadership model presented in Kouzes' and Posner's 'Five Practices of Exemplary Leadership.'

PROGRAM STRUCTURE

Candidates for the Preliminary Administrative Services Credential Program will participate in a blended 11-month program which requires:

- In Person Instruction (180 hours)
  - Program Orientation
    - Beginning of program event: 5:00 – 9:00 pm
  - 19 Saturdays/8 hours per class
    - Saturday classes are held nearly every other Saturday from 8:00 am - 4:30 pm, except for holiday schedules and summer break.
  - 24 hours of an Intensive Leadership Learning Seminar (4 days/6 hours per day).
    - Held for 4 days, from 8:00-2:30 pm
  - Leadership Symposium
    - End of program event; 8:00 - 12:00 pm
- Online Learning (72 hours)
  - Virtual learning sessions between Saturday classes (4 hours/session).
  - Participation in course online PLC work.
- Fieldwork (Equity Driven Leadership Experiences)
  - Focus - Cycle of Continuous Improvement opportunities
  - Experiences will support successful submission of CalAPA.
- Mentoring and advisory work with faculty member

- Graduates will be able to develop and implement a shared vision of learning that is grounded in equitable outcomes for all students.
    - o *Essential Question:* *How do I engage multiple voices and perspectives in the collection and analysis of data to collaboratively develop an equitable and just vision for all students?*

- Graduates will be able to shape a collaborative teaching and learning culture that focuses on equitable and inclusive student outcomes and educator professional growth.
    - o *Essential Question:* *How do I gather, analyze, and use evidence-based data sources to make courageous decisions that result in improved outcomes for all students?*

- Graduates will examine their leadership values and beliefs through an equity lens and be able to inspire and lead through well-honed interpersonal skills and reflective practices.
    - o *Essential Question:* *How do I build and nurture relationships that are grounded in trust to have the critical conversations necessary to re-imagine and transform school cultures?*

- Graduates will be able to use a systems-thinking approach to effectively manage a safe, productive, learning organization.
    - o *Essential Question:* *How do I develop and manage multiple systems to ensure all resources are aligned to the common goal of high expectations for all students?*

- Graduates will be able to build positive relationships with families and community partners and will understand the importance of transforming educational systems to best support the social-emotional, behavioral, and academic needs of all students.
    - o *Essential Question:* *How do I build relationships to create a trusting environment that respects and engages all families and community partners in our common purpose and vision?*

- Graduates will be able to successfully and ethically lead in a manner that influences the political and cultural landscape around practices and policies that impact equitable student outcomes.
    - o *Essential Question:* *How do I use my own professional learning, reflection, and influence to continuously examine and address issues of equity?*

- Graduates will be able to use a variety of strategies to successfully tackle the complex challenges faced by schools today.
    - o *Essential Question:* *How do I become a change agent through the use of communication and inquiry and problem-solving approaches?*

To support achieving these outcomes, our candidates will complete seven courses that focus on the CAPEs; developing the leadership competencies of shared vision for equitable and inclusive outcomes(CAPEs 1,5), instructional leadership (CAPE 2), continuous improvement(CAPEs 1-6), organizational leadership and systems thinking (CAPE 3), community relationships(CAPE 4), and ethical leadership for justice(CAPEs 5,6).

Our innovative program is designed to equip aspiring leaders to successfully and ethically lead in the 21st Century. Throughout the program, our candidates develop a belief system around issues of justice through coursework that is grounded in the tenets of Kouzes and Posner's 'Five Practices of Exemplary Leadership.' This leadership model challenges leaders to creatively contribute to our future through inspirational leadership practices and the development of professional competence. Candidates will not only become proficient around the practices of Professional Learning Communities (PLCs), but will also engage in PLC work within the program. Through a deep understanding of improvement science, our candidates will utilize strategies such as design thinking to tackle the complex challenges our educational systems face.

END OF COURSE SIGNATURE PROJECTS

Throughout the 11-month program, formative assessments are used to support candidates' growth as they make their way towards proficiency. During each course, individual and collaborative activities, projects, presentations, and writing activities assist faculty in monitoring and determining candidates' understanding of essential skills. At the end of each course, candidates are required to complete a *Signature Project* in which they demonstrate understanding of the identified essential standards and corresponding performance expectations of the course.

Faculty members review and grade each *Signature Project* associated with the course they teach, ensuring satisfactory understanding of the knowledge and skills necessary to meet the accompanying performance expectations. Each *Signature Project* provides an opportunity for feedback and growth. All *Signature Projects* will be uploaded into CANVAS as a part of the End of Program Portfolio. Candidates will not be considered for program completion until all *Signature Projects* are accounted for in the participant's End of Program Portfolio.

FIELDWORK PROJECTS

Throughout the 11-month program, candidates will be gaining on the job experiences through ongoing partnerships with district leaders and will participate in an individualized Fieldwork Project. These work embedded experiences allow program candidates the opportunity to grow their leadership skills with the support of a Program Faculty Advisor. Throughout the program, candidates gain practical experiences in their district, logging these fieldwork opportunities to ensure experiences span and address each of the CAPEs. Candidates also identify a problem of practice and follow the "investigate, plan, act, and reflect" process with the guidance of their advisor and site supervisor to engage in a leadership role within their educational community. By identifying a specific area of focus based on data collection, candidates grow their leadership skills through an authentic experience that is tailored to the program's vision and mission. Fieldwork projects will be a part of the End of Program Portfolio, presented at the end of the 11-month program.

LEADERSHIP LEARNING SEMINAR

Our Leadership Learning Seminar is a requirement for all program candidates. These four intensive days will provide an opportunity for candidates to delve deeply into work around Professional Learning Communities (PLCs) as well as the leadership tenets exemplified in the book, The Leadership Challenge, by James Louzes and Barry Posner. Candidates will be engaged in activities grounded in the essential behaviors that successful leaders employ, including implementation and improvement science. Each session, held from 8:00 am - 2:30 pm, will focus on various components of 'The Five Practices of Exemplary Leadership.'

ONLINE LEARNING - CANVAS (LEARNING MANAGEMENT SYSTEM)

The Contra Costa County Office of Education has adopted CANVAS as the learning management system which will be used throughout the PASC program. All course information, including assignments, schedules, resources and other pertinent information, will be housed in CANVAS. Candidates submit their coursework, including Signature Projects, into CANVAS. Faculty communications take place through CANVAS as well. CANVAS is available 24/7 and is flexible to support individual schedules. Candidates are expected to meet all due dates and appropriately manage their time, which includes responding to comments and feedback from instructors in a timely manner. Upon program admission, candidates will be provided a CANVAS account and secure login information.

During each course, candidates will be a part of a virtual PLC (Professional Learning Community). Throughout the program, candidates will meet virtually and participate in learning activities that are developed to promote dialogue around key leadership issues. Guiding questions, articles, videos, or other supporting texts will be provided by faculty with the expectation that candidates come to PLC meetings prepared. These collaborative experiences are intended to deepen learning pertaining to that particular course of study, while at the same time working collaboratively to problem solve issues that are relevant to leaders in the 21st century.

END OF PROGRAM PORTFOLIO

The intent of the End of Program Portfolio is to provide a place for candidates to highlight evidence of leadership learning and growth throughout the 11-month program. At the end of each course, candidates will submit a Signature Project. Signature Projects allow candidates to demonstrate their understanding of the identified essential standards and corresponding performance expectations of each course. In addition to Signature Projects, portfolios contain evidence of Fieldwork Projects through the assigned written reflections. End of Program Portfolios are presented to selected faculty members as well as cohort colleagues during the Leadership Symposium.

At the end of the 11-month program, graduates and faculty participate in our end of program Leadership Symposium. This celebratory event is an opportunity for graduates of the program to highlight some of the work they have done throughout the year. Graduates present their End of Program Portfolios to colleagues from across the county and share their leadership learning as well as goals and aspirations.

THE CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENTS (CALAPA)

The CalAPA is a required licensure assessment for all candidates who are enrolled in a Commission-approved preliminary administrative services credential program, such as the CCCOE PASC program. Our program faculty and staff are committed to ensuring candidates learn and practice the expected candidate performance expectations and competencies adopted by the Commission, the CAPEs and CACEs. Throughout the program, candidates will receive information and guidance around the submission of the CalAPA. Course 637 will provide opportunities for candidates to become well versed in the CalAPA requirements, cycle submission information, as well as the scoring rubrics. Program coursework prepares candidates for acquiring the knowledge and skills needed to meet CalAPA submission standards.

Each candidate will submit their cycles independently and will be responsible for meeting CalAPA deadlines. As a part of our course schedule, candidates are provided technical guidance, as needed, while participating in virtual and in person sessions that focus on each of the three Cal APA Leadership Cycles:

- Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity
- Leadership Cycle 2: Facilitating Communities of Practice
- Leadership Cycle 3: Supporting Teacher Growth

Within each cycle, candidates investigate, plan, act, and reflect on a problem of practice they have identified.

All candidates enrolled in CCCOE's PASC program will be required to attain a passing score across the seven or eight rubrics of each cycle in order to be recommended for the Preliminary Administrative Services Credential. More information about the CalAPA can be found on this CTC page.

Requirements for Successful Completion of Program:

- ☐ Attend Program Orientation
- ☐ Attend 4 Day Leadership Learning Seminar
- ☐ Attend all Saturday classes
- ☐ Successfully participate in all online learning components and course assignments
- ☐ Successfully complete all required PASC coursework, including fieldwork
- ☐ Successfully complete end of program portfolio and present to faculty at the Leadership Symposium

Upon successful completion of the PASC program, candidates who have passed the CalAPA and have been hired for an administrative position will be recommended to the Commission on Teacher Credentialing for a preliminary administrative services credential.

Upon successful completion of the PASC program, candidates who have passed the CalAPA but have not been hired for an administrative position will be recommended to the Commission on Teacher Credentialing for certificate of eligibility.

Candidates who have successfully completed the PASC program but have not yet passed one or more of the three cycles of the CalAPA will need to revise and resubmit their CalAPA cycle submission to be reviewed for a passing score. Upon successful submission, candidates will be recommended to the Commission on Teacher Credentialing for certificate of eligibility.

MASTERS CANDIDATES: Contra Costa County Office of Education's PASC program has partnered with National University for candidates interested in earning units for program participation and/or in earning their master's degree.

CAPE 1: Development & Implementation of a Shared Vision

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

CAPE 2: Instructional Leadership

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

CAPE 3: Management and Learning Environment

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

CAPE 4: Family and Community Engagement

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

CAPE 5: Ethics and Integrity

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

CAPE 6: External Context and Policy

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

CAPE 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION
EDA 631 - Shared Vision of Learning

Educational leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

CAPE 2: INSTRUCTIONAL LEADERSHIP
EDA 632 - Teaching and Learning Culture

Educational leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student learning and educator professional growth.

CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT
EDA 633 - Management of Teaching and Learning/Organizational and Systems Leadership

Educational leaders manage the organization to cultivate a safe and productive learning and working environment.

CAPE 4: FAMILY AND COMMUNITY ENGAGEMENT
EDA 634 - Diverse Families and Communities; Building relationships with family and community

Educational leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

CAPE 5: ETHICS AND INTEGRITY
EDA 635 - Personal Ethics for Leadership

Educational leaders make decisions, model, and behave in ways that demonstrate ethical leadership and hold staff to the same standard

CAPE 6: EXTERNAL CONTEXT AND POLICY
EDA 636 - Political and Social Influence

Educational leaders influence political, social, economic, legal and cultural contexts affecting education in order to improve educational policies and practices.

CAPEs 1 - 6: EQUITY DRIVEN EDUCATIONAL OPPORTUNITIES
EDA 637 - Fieldwork Experience

Educational leaders use a variety of strategies to successfully tackle the complex challenges faced by schools today.

Date	Day	Course Title	Location	Time
EDA 631 – Shared Vision of Learning Instructor: Margo Olson				
2/5/21	**Friday**	**In Person Orientation**	**CCCOE Board Room**	**5:00pm – 9:00pm**
2/6/21	Saturday	EDA 631 – Shared Vison	CCCOE Board Room	8:00am – 4:30pm
Week of 2/15/21 – 2/19/21	Mon. - Fri.	EDA 631 – Online Learning	Virtual PLC	4 hours of responding and collaboration
2/20/21	Saturday	EDA 631 – Shared Vision	CCCOE Board Room	8:00am – 4:30pm
Week of 3/1/21 – 3/5/21	Mon. - Fri.	EDA 631 – Online Learning	Virtual PLC	4 hours of responding and collaboration
3/6/21	Saturday	EDA 631 – Shared Vision	CCCOE Board Room	8:00am – 4:30pm
EDA 637 – Fieldwork: Equity Driven Education Opportunities Instructor: Julie Dooley				
3/19/21	Friday	EDA 637 Online Learning Fieldwork and CalAPA Support	Virtual	5:00pm– 9:00pm
3/20/21	Saturday	EDA 637 – Fieldwork and CalAPA Support	CCCOE Board Room	8:00am- 4:30pm
EDA 632 – Instructional Leadership Instructor: Carol Loflin				
Week of 3/29/21 – 4/2/21	Mon. - Fri.	EDA 632 – Online Learning	Virtual PLC	4 hours of responding and collaborating
4/3/21	Saturday	EDA 632 – Instructional Leadership	CCCOE Board Room	8:00am– 4:30pm

Date	Day	Course Title	Location	Time
4/15/21	**CalAPA Cycle 1 Due**			
Week of 4/12/21 – 4/16/21	Mon. - Fri.	EDA 632 Online Learning	Virtual PLC	4 hours of responding and collaborating
4/17/21	Saturday	EDA 632 Instructional Leadership	CCCOE Board Room	8:00am-4:30pm
Week of 4/26/21 – 4/30/21	Mon. - Fri.	EDA 632 – Online Learning	Virtual PLC	4 hours of responding and collaborating
5/1/21	Saturday	EDA 632 – Instructional Leadership	CCCOE Board Room	8:00am-4:30pm
EDA 633 – Management of Teaching and Learning Instructor: Marsha Tokuyoshi				
Week of 5/10/21 – 5/14/21	Mon. - Fri.	EDA 633 – Online Learning	Virtual PLC	4 hours of responding and collaborating
5/15/21	Saturday	EDA 633 Management of Teaching and Learning	CCCOE Board Room	8:00am-4:30pm
Week of 5/24/21 – 5/28/21	Mon. - Fri.	EDA 633 – Online Learning	Virtual PLC	4 hours of responding and collaborating
5/29/21	Saturday	EDA 633 Management of Teaching and Learning	CCCOE Board Room	8:00am-4:30pm
Week of 6/14/21-6/17/21	**Mon.-Thurs.**	**Leadership Learning Seminar**	**CCCOE Board Room**	**8:30am-2:30pm**
EDA 634 – Family and Community Relationships Instructor: Lindy Kahn				
Week of 8/16/21 - 8/20/21	Mon. – Fri.	EDA 634 – Online Learning	Virtual PLC	4 hours of responding and collaborating
8/21/21	Saturday	EDA 634 – Family and Community Relationships	CCCOE Board Room	8:00am-4:30pm

Administrative Leadership Program

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Date	Day	Course Title	Location	Time
9/10/21	Friday	EDA 637 – Fieldwork and CalAPA Support Session – Cycle 2	Virtual Meeting	5:00pm-9:00pm
9/11/21	Saturday	EDA 634 – Family and Community Relationships	CCCOE Board Rm	8:00am-4:30pm
Week of 9/20/21 – 9/24/21	Mon. – Fri.	EDA 634 – Online Learning	Virtual PLC	4 hours of responding collaborating
9/25/21	Saturday	EDA 634 – Family and Community Relationships	CCCOE Board Rm.	8:00am-4:30pm
EDA 635 – Personal and Professional Ethics Instructor: Cheryl Cotton				
Week of 10/4/21 – 10/8/21	Mon. – Fri.	EDA 635 – Online Learning	Virtual PLC	4 hours of responding and collaborating
10/9/21	Saturday	EDA 635 - Personal and Professional Ethics	CCCOE Board Rm.	8:00am-4:30pm
10/15/21	**CalAPA Cycle 2 Due**			
Week of 10/18/21 – 10/22/21	Mon. – Fri.	EDA 635 – Online Learning	Virtual PLC	4 hours of responding and collaborating
10/23/21	Saturday	EDA 635 – Personal and Professional Ethics	CCCOE Board Rm.	8:00am-4:30pm
Week of 11/1/21 – 11/5/21	Mon. – Fri.	EDA 635 – Online Learning	Virtual PLC	4 hours of responding and collaborating
11/6/21	Saturday	EDA 635 – Personal and Professional Ethics	CCCOE Board Rm.	8:00am-4:30pm
EDA 636 – External Context and Policy Instructor: Adam Clark				
Week of 11/15/21 – 11/19/21	Mon. – Fri.	EDA 636 – Online Learning	Virtual PLC	4 hours of responding and collaborating
11/20/21	Saturday	EDA 636 – External Context and Policy	CCCOE Board Rm.	8:00am-4:30pm

Date	Day	Course Title	Location	Time
Week of 11/29/21 – 12/3/21	Mon. – Fri.	EDA 636 – Online Learning	Virtual PLC	4 hours of responding and collaborating
12/4/21	Saturday	EDA 636 – External Context and Policy	CCCOE Board Rm.	8:00am-4:30pm
Week of 12/13/21 – 12/17/21	Mon. – Fri.	EDA 636 – Online Learning	Virtual PLC	4 hours of responding and collaborating
12/18/21	Saturday	EDA 636 – External Context and Policy	CCCOE Board Rm.	8:00am-4:30pm
Week of 1/10/22 – 1/14/22	Friday	EDA 637 – Fieldwork and CalAPA Support Session – Cycle 3	Virtual	5:00pm-9:00pm
1/15/22	Saturday	EDA 637 – Fieldwork and CalAPA Support Session – Cycle 3	CCCOE Board Rm.	8:00am-4:30pm
1/21/22	**CalAPA Cycle 3 Due**			
1/28/22	Saturday	Leadership Symposium	CCCOE Board Rm.	8:00am – 12:00pm

PROGRAM POLICIES AND PROCEDURES

ADVISORS AND ASSISTANCE

Program faculty and advisors are available to support candidates throughout the program. Each candidate is assigned a faculty advisor who is their main contact for questions and concerns. The faculty advisor will support candidate's fieldwork projects and monitor participation in a wide range of on the job experiences. Our team is committed to supporting candidates throughout the program in order to ensure successful progress and program completion.

ATTENDANCE

Candidates are required to attend all class sessions, which includes program orientation, Saturday classes, virtual learning sessions, PLC sessions, the Leadership Learning Seminar, and the Leadership Symposium. Candidates will be participating in a variety of activities within each course, such as group projects, collaborative activities, presentations, and discussions, to name a few. These are essential components to the course experiences our candidates are provided and cannot be duplicated in make-up work. Attendance is essential to the professional learning of our candidates, as well successful collaboration with colleagues. Candidates missing more than one class session per course will be given an Incomplete and will need to retake the course the following year. Recommendations for the Preliminary Administrative Services Credential will be postponed until the course is completed the following year.

If a candidate finds themselves in a situation where it is necessary for them to miss an in-person or virtual class, they must contact the course instructor in order to access make-up work. Make-up assignments will not be given ahead of the scheduled class and are due the same day as the signature project for that class is due.

In the case of an emergency, candidates must contact the course instructor, informing them of the nature of the emergency. Make-up assignments will not be given prior to the scheduled class and are due the same day as the signature project for that class is due.

Participation in PLC classwork and virtual learning is equally important and required.

Punctuality is essential and will impact learning, as well as grades.

BOARD POLICIES AND REGULATIONS

All candidates must abide by the Contra Costa County Board Policies and Regulations, as outlined here.

CALAPA SCORE VERIFICATION / APPEAL

CalAPA cycles are scored according to standardized procedures. Assessors with relevant professional backgrounds are oriented to these procedures and are carefully monitored during scoring. However, if a candidate does not agree with their "per cycle" scores and feels that their scores do not accurately represent their response, they may request a score verification. The score verification process takes place within 60 calendar days of receipt of the request and results are mailed to the candidates. The fees to have a score verified range from $80 - $100. In the event that the score verification process results in a score alteration, the candidate will be issued a corrected Assessment Results Report, the score verification fee will be refunded, and their records will be updated. If the original result is confirmed, the candidate will be sent a letter indicating that the result has been confirmed. In this case, the score verification fee will not be refunded. Information regarding verification and payment can be found on the CTC website under CalAPA.

CANDIDATES WITH DISABILITIES

The Preliminary Administrative Services Credential (PASC) program staff will make reasonable accommodations for candidates who show a documented disability. It is our goal to ensure that each candidate successfully completes the program requirements. Candidates are encouraged to set up a confidential appointment with their faculty advisor if accommodations are needed.

CREDENTIAL MANAGEMENT

The Contra Costa County Office of Education (CCCOE) serves as the local agency approved by the California Commission on Teacher Credentialing (CCTC) to process the credentials applications and temporary county certificates of certificated staff hired by county school districts for positions requiring administrative, teaching, service and special education credentials as well as other permits and certificates. The documents and transcripts of the Preliminary Administrative Services Credential program will be maintained in this same manner, overseen by the CCCOE Human Resources Department. All documents are kept confidential and locked for security purposes. Information regarding how candidates can access records can be found on the CCCOE HR department's Credentialing webpage.

DISTRICT/LEA PARTNERSHIPS

The Contra Costa County Office of Education (CCCOE) values collaboration with local school districts/LEAs. Our PASC faculty and advisors work directly with school district leaders throughout the 11-month program to support each candidate's successful participation in Fieldwork, as well as completion of course activities. Our faculty advisors are available to support candidates in ensuring that their fieldwork experiences are varied and in diverse environments, while staying aligned with our program mission and vision.

EMERGENCY INFORMATION AND PROCEDURES

As a part of registration, candidates must provide an emergency contact, to be kept confidential amongst PASC faculty.

In the event that an emergency occurs while attending an in-person session, candidates must abide by emergency procedures provided at the facility.

EVALUATION OF PROGRAM

Continuous improvement is at the core of the work we do throughout the Contra Costa County Office of Education. At the end of each course, candidates are asked to complete a survey, assisting us in our data collection around program quality and effectiveness. End of program surveys are provided to all candidates, as well. All faculty members, the PASC Leadership Team and the PASC Advisory Team review data, which includes end of program portfolios, program and course surveys, and faculty feedback, in order to monitor and adjust program components for optimum effectiveness. Additionally, leadership team members meet twice a year with members of the PASC Program faculty to review program design and course syllabi and to provide feedback on program quality and effectiveness.

GRADING

The PASC program faculty develop required assignments and assessments for courses based on CAPEs, course competencies and expected outcomes. Faculty members are responsible for monitoring candidate progress throughout a course, and for assigning an end of course grade of "meets standard" or "does not meet standard". Candidates earning units and/or are working towards a Master's Degree will receive letter grades.

The following factors are evidence of achieving course outcomes:

- Engagement, participation and shared responsibility for all in-class and virtual activities is expected.
- Submission of individual assignments during class sessions, both in-person and online. This includes group activities during in-class sessions.
- Ontime submission of all coursework/course assignments, completed at college level standards.
- Class attendance, both in-person and online. Candidates are required to come prepared for each class with a device to access course materials.
- End of course Signature Project completion (uploaded into portfolio).

If a candidate misses a class session, s/he is responsible for getting the alternative assignment from the instructor and submitting said assignment prior to the course signature project deadline. Any course grade of "Incomplete" will need to be revised prior to satisfactory completion of the PASC program.

GRIEVANCE POLICY

Should a candidate question the prerequisites for program participation, program requirements, participation hours, special needs provision, non-discrimination policy, program extension request rationale, demonstration of candidate competencies and/or denial of preliminary administrative services credential, the following process will be implemented:

1) The concern must be put in writing and given to the Program Coordinator. (If the grievance is directed towards the Program Coordinator, then the concern will be given to CCCOE's Senior Director, Educational Services.

2) A meeting will take place with the PASC Program Administrator(s). The meeting will be scheduled by the Program Coordinator and scheduled with the Program Administrator(s) and candidate to review and discuss concerns and determine next steps.

3) An additional meeting may be scheduled to further discuss the situation.

4) Following discussion and review of the concern, an attempt to resolve the issue with the Program Coordinator (or Senior Director) will be determined and a decision will be made regarding the grievance.

5) The Program Coordinator (or Senior Director) will provide a decision in writing to the candidate within 7 days following the team meetings. The decision will be final.

INCOMPLETE COURSEWORK

Candidates missing more than one session per course will be given an Incomplete, and will need to retake the course the following year. Recommendations for the Preliminary Administrative Services Credential will be postponed until the course is completed the following year.

MASTER'S PROGRAM

Contra Costa County Office of Education's PASC program has partnered with National University for candidates interested in earning units for program participation and/or are interested in earning their master's degree.

NON-DISCRIMINATION POLICY

The Contra Costa County Office of Education (CCCOE) is committed to ensuring equal, fair, and meaningful access to employment and education services. CCCOE prohibits discrimination, intimidation, harassment, and bullying in any employment practice, education program, or educational activity on the basis of actual or perceived age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital or parental status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or association with a person or group with one or more of these actual or perceived characteristics or any other basis prohibited by California state and federal nondiscrimination laws respectively. Not all bases of discrimination will apply to both educational services and employment. Inquiries regarding nondiscrimination and civil rights should be directed to the agency's Title IX Coordinator: Margo Olson, Director, Program Support, 77 Santa Barbara Road, CA 94523 (925) 942-3487.   To file a complaint, please utilize the Uniform Complaint process or call (925) 942-3387.

NOTIFICATION OF CHANGES

It is the responsibility of the candidate to notify the Preliminary Administrative Services Credential Program Coordinator and the Contra Costa County Office of Education's credential department if there are any changes in contact or employment information.

ORIENTATION

An orientation will be held during the first in-class session which will be a Friday night session. The program handbook will be reviewed with candidates at that time, including information regarding program expectations, requirements, and information about the CalAPA. Additionally, candidates will be introduced to their faculty advisor at the orientation. An initial advisor/candidate meeting will then be scheduled for a later date.

PROFESSIONAL ETHICS

Candidates in the PASC program are expected to display integrity and honesty. Respect and professionalism amongst faculty and candidates is at the core of our collaborative spirit across all parts of the program. Program norms are foundational to our work together. Any act of dishonesty, including plagiarism, misrepresentations both personally and professionally, theft, or any type of falsification will not be accepted. Any faculty member in the PASC program who has evidence of academic dishonesty will take appropriate action which may include discontinuing a candidate's participation within the course or program. Any acts of dishonesty will be brought to the PASC Coordinator by the faculty member. Candidates may be placed on probation, suspended, or expelled from the PASC program.

PROFESSIONAL WRITING

Effective communication is essential to successful leadership. All courses will have written assignments, and as such, candidates are expected to submit writing that is of professional quality. The courses provided through CCCOEs PASC program are college level courses and, therefore, materials submitted by candidates should be proof-read and original material that is free of spelling and grammar errors. Faculty members will support candidates on an individual basis, as needed.

PROGRAM COMPLETION

Once a candidate has completed all the requirements of the PASC program, including passing scores on the CalAPA, the CCCOE credentialing department will provide candidates with a letter of verification. This will enable the candidate to apply for a Certificate of Eligibility (COE). The COE is verification that the candidate has completed the requirements for the preliminary administrative services credential and is eligible to apply for an administrative position.

Once a candidate is hired into an administrative leadership position, they will then need to obtain CTC Form CL-777, which serves as verification of their employment (ACSA form). The completed form will be brought by the candidate to the county office in which they are employed. At that time the candidate will complete a CTC

Form 41-4 to apply for the Preliminary Administrative Services Credential and pay the required fees.

Once the credential is processed, the CTC will notify the candidate. As soon as a candidate receives their credential, they are encouraged to begin their clear administrative credential program. New CTC legislation states that the candidate must enroll in a clear administrative credential program within one year of beginning their administrative position following the issuance of the preliminary administrative services credential. CCCOE offers a clear administrative credential program (CACP).

If a candidate experiences unforeseen circumstances that will inhibit completion of the program, they must notify the program coordinator to request a leave of absence. If granted, the candidate must complete the program in the next cohort. There will be no additional charges for returning to the program.

If a candidate chooses to leave the program prior to completion, they must notify the program coordinator with a written request for program withdrawal. Tuition fees will be reimbursed based on the number of classes the candidate has attended. The $200 non-refundable fee will not be refunded.

PROGRAM ADVISORS

PASC faculty members also serve as advisors to our program candidates. Each candidate will be assigned a faculty advisor who will be a supportive thought-partner throughout the program. Their guidance throughout program courses, coupled with their assistance in field work projects and the CalAPA, is an invaluable part of our program. Additionally, program advisors assist with any questions candidates have regarding program requirements. We believe these faculty/candidate partnerships are key components to guiding candidates through the program.

PROGRAM FACULTY

All PASC faculty members are either current or retired local school administrators. Their expertise and experiences bring a depth of understanding to the role of the educational leader. We believe that each of our inspirational leaders models 'The Five Practices of Exemplary Leadership.' Additionally, faculty members also invite "session experts" to speak during various courses. Session experts are leaders currently working in the field and have obtained expertise related to the course content.

TEACH OUT PLAN

CCCOE is committed to the candidates in the PASC program. If, for some unknown reason, the program needed to close, CCCOE would partner with a neighboring county program in order to ensure completion for its candidates. Prorated funds would be transferred to the partnering county office. CCCOE would work closely with candidates to participate in both face to face and online courses with a neighboring county in the Bay Area that has a Preliminary Administrative Services Credential program and is most able to accommodate.

TUITION

The tuition cost for participating in Contra Costa County Office of Education's Preliminary Administrative Services 11-month program is $8,000.00, which includes a $200.00 non-refundable application processing fee. Current CCCOE employees will be waived the $200 application processing fee.

TUITION POLICIES / FEE SCHEDULE

Candidates pay a $200 non-refundable fee when they submit their application to the PASC program. Tuition payments may be made:

- In full upon acceptance into the program. This onetime payment must be made before Program Orientation.

- In two equal payments. The first payment of $4000 is to be paid before Program Orientation. The second payment of $3800 must be paid before the summer Leadership Learning Seminar.

- At the beginning of the program, candidates will provide a credit card number. If a candidate does not pay their tuition within two weeks of the due date, the credit card will be charged tuition fees. Otherwise the credit card will not be used.

Faculty members may not accept tuition.

Refunds will not be made once courses begin.