



SANTA CLARA UNIVERSITY – SCHOOL OF
EDUCATION & COUNSELING PSYCHOLOGY

EDUCATIONAL LEADERSHIP PROGRAM

**PRELIMINARY ADMINISTRATIVE
SERVICES CREDENTIAL**

MASTER OF ARTS

HANDBOOK

Program Overview

Program Mission

We develop leaders who collaborate with communities and organizations to prepare innovative, empowered, and resourceful educators, leaders, and practitioners toward the goal of equitable participation and representation in society.

Program Philosophy

The Educational Leadership Program prepares candidates for current challenges facing educators. Our goal is to enable leaders to serve a diverse constituency; evaluate and use new ideas for teaching and learning; and shape the role of the administrator as both leader and manager in school change.

Candidates in this program are prepared to integrate their learning by constructing a personal framework of knowledge and skills to support effective action as administrators and leaders. A key to this model is the insistence upon questioning assumptions and processes, examining data, reflecting on actions and outcomes, and developing effective approaches with accountability through multi-faceted evaluation.

The moral and ethical dimensions of educational leadership are included at the core of the program as professionals explore and come to understand interpersonal and relational aspects of leadership roles. Effective communication, conflict resolution, collaboration, consensus building, commitment to values, respect for different perspectives is part of the constructivist philosophy as developed at Santa Clara University. Accordingly, we encourage candidates to construct a personal framework for effective administrative practice by: 1) questioning and evaluating traditional practices; 2) deepening understanding of theory; 3) researching compelling questions; and 4) reflecting regularly on personal and group learning.

Educational Leadership for Change

The Educational Leadership programs at Santa Clara University emphasize the learning needed to build and sustain the professional relationships that undergird educational leadership, reform, and renewal. The Educational Leadership programs at Santa Clara University value the role of teachers, community members, parents, and students in a school's change process and prepare educational leaders to effectively carry out responsibilities in the context of collaboration, consensus building, and shared decision-making. Santa Clara infuses its Educational Leadership programs with a philosophy of reform, for the purpose of developing administrators and community leaders who can shape educational change.

Culturally Responsive Leadership

Diversity is a core value and foundational concept in the education of citizenry. Catalyzing the power of diversity enriches all of us by exposing us to a range of ways to understand and engage with the world, identify challenges, and discover, define and deliver solutions. Principals have to work to prepare students for an increasingly diverse and global society by promoting justice and equity for all students. Principals actively work to eliminate barriers and obstacles created by institutional racism. Principals need to prepare to work with first generation students, international students, students from rural and urban environments, students who are exploring their gender identity or identify on the LGBTQIA+ spectrum.

Program Goals

The goal of the Educational Leadership programs in the Santa Clara University is to support students in developing:

- A thoughtful, reflective model of leadership in which candidates use a variety of research tools; apply inquiry methods and change theory to strategic planning, implementation, and assessment; and collaborate with constituencies, in order to create optimal conditions for teaching and learning.
- A collaborative model of leadership that values inclusiveness, collaboration, and information sharing.
- A leadership model grounded in knowledge of teaching and learning, administrative guidance in curriculum development, use of change theories and strategies in meeting the legal, ethical, social and fiscal demands that leaders will inevitably confront.

California Administrative Services Credential Tier I

Professional educators who hold a valid California teaching credential (or other school services credential) and have a minimum of five years' full-time school-based professional experience may earn the Preliminary Administrative Services Credential (Tier I). This credential certifies educators to become school administrators in California's K-12 public school system. The Preliminary Administrative Services Credential can be earned in five quarters of full-time course work at Santa Clara University (30 quarter units).

Administrative service credentialing in California requires two levels, or tiers, of preparation. The School of Education offers Tier I and Tier II credential programs, which can be completed in five quarters.

To be admitted to Tier I, candidates must provide verification of:

- Passage of the California Basic Educational Skills Test (CBEST);
- A valid teaching or designated subjects' services credential (counseling, librarian, health, etc.); and
- Five years of successful full-time teaching or designated service experience.

For more information about the requirements for the Administrative Services Credentials please visit the website for the [California Commission on Teacher Credentialing](#).

Courses required for the PASC only:

EDUC 360: School Leadership (3)

EDUC 361: Instructional Leadership (3)

EDUC 363: Ethics, Law and Governance (3)

EDUC 364: L.F.L.: Using Data to Inform School Improvement and Promote Equity (3)

EDUC 365: Human Resource Development (3)

EDUC 366: Community Leadership and Public Relations (3)

EDUC 367: L.F.L. Facilitating Community of Practice (3)

EDUC 370: L.F.L.: Supporting Teacher Growth (3)

EDUC 371: Trauma Informed Leadership (3)

EDUC 428: Financial Management (3)

California Administrative Services Credential Tier I with Master's Degree

Administrative credential students can earn a master's degree in the Santa Clara University program by enrolling in 15 more units of coursework beyond their required credential classes. The total number of units to earn a master's degree is 45.

Required courses for this program are:

EDUC 360: School Leadership (3)
EDUC 361: Instructional Leadership (3)
EDUC 363: Ethics, Law and Governance (3)
EDUC 364: L.F.L.: Using Data to Inform School Improvement and Promote Equity (3)
EDUC 365: Human Resource Development (3)
EDUC 366: Community Leadership and Public Relations (3)
EDUC 367: L.F.L. Facilitating Community of Practice (3)
EDUC 370: L.F.L.: Supporting Teacher Growth (3)
EDUC 371: Trauma Informed Leadership (3)
EDUC 428: Financial Management (3)
EDUC 369 Action Research (3)

Candidates can select electives from all course offerings including the following courses:

EDUC 378 Design Thinking for Leaders (3)
EDUC 373 Using Data to Drive Organizational Change and Innovation (3)
EDUC 391 Mindfulness for Educational Leaders (3)
EDUC 385 Chicana/Latina Educational Issues (3)
EDUC 381 Educational Policy and Educational Leaders (3)
EDUC 387 Issues of Race and Ethnicity in Education (3)
EDUC 392 Critical Educational Issues Through TV & Film (3)
EDUC 393 Black & Feminist Perspectives on Leadership (3)
EDUC 383 Gender & Sexuality in the K-16 Schools Context (3)
EDUC 399 Urban Education (3)
EDUC 383 Foundations of Higher Education: Comparative Models of Post Secondary Education
EDUC 379 Improving Post-Secondary Educational Outcomes: Equity Challenges and Opportunities
EDUC 382 Student Development Theory for Higher Education
EDUC 388 Student Affairs Leadership
EDUC 395 Higher Education History
EDUC 411 Contemporary Issues in Higher Education (Rotating topics)
EDUC 379 Post Sec Educational Outcomes
EDUC 359 Foundation of Social Impact Leadership (New Course)
EDUC 426 Financial Leadership II: Business Models and Development for Social Impact Organizations (New Course)
EDUC 380 Human Development for Social Impact Leadership: Addressing Social Inequality
EDUC 368 Social Impact Organizations

UNDERSTANDING THE CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENT

WHAT IS THE CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENT (CalAPA)?

At its September 2013 meeting, the California Testing Commission (CTC) amended requirements for earning a preliminary administrative services credential to include passage of an administrator performance assessment. All candidates of the Preliminary Administrative Services Credential are required to take the test. The assessment focuses on instructional leadership and school improvement leadership. Through the CalAPA, candidates will demonstrate their knowledge and skills tied to the California Administrators Performance Expectations (CAPE), the California Professional Standards for Educational Leaders (CPSEL), and the California Administrators Content Expectations (CACE). The assessment is designed to assess a candidate's preparedness prior to entering a school as an administrator.

WHAT IS THE ASSESSMENT LIKE?

The CalAPA consists of three leadership cycles, which require students to investigate, plan, act, and reflect. The three cycles will be built into specific courses in the Educational Leadership Program (they will prepare you for the exam). During the lab course, students will submit work from the cycles for instructor and peer coaching prior to submission to the CalAPA online platform. The cycles include: Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity Cycle 2: Facilitating Communities of Practice Cycle 3: Supporting Teacher Growth

HOW DO STUDENTS SIGN UP TO TAKE THE CalAPA?

To sign up for the CalAPA, you will create an account in the CTC online system. Details will be provided early on in the program regarding how to register. The CalAPA will be fully operationalized in Fall 2019.

CAN SOMEONE HELP STUDENTS WITH THE CYCLES?

There are very specific guidelines regarding ways in which instructors can offer guidance and assistance. Students will have access to the rubrics, any examples provided by the CTC, and time during coursework to collaborate with their peers to receive coaching. Instructors are allowed to provide coaching, but they cannot evaluate a student's work against the CalAPA rubrics, edit a student's work, or critique a draft from a student. However, an instructor can make recommendations, explain the tasks, ask and answer questions, check in with a student's progress, and review any resources available to the student. There are several resources available to students online including templates, guides, and how-to videos. It is recommended that students review these resources prior to beginning any of the leadership cycles.

WHAT ARE STUDENTS REQUIRED TO SUBMIT?

Submitted work will include evidence of leadership practice for each section in the form of — written narratives and videos. Students are responsible for having the appropriate materials and equipment to complete the tasks; this includes video recording equipment such as a cell phone or video camera. All

components will be uploaded to an online system, and all final submissions are submitted to the Pearson online platform “Managed.” Students should save all submissions in a secure place should they need to access them for any reason; once uploaded, students will not be able to retrieve nor access the submission from the system.

WHO ASSESSES THE CalAPA SUBMISSIONS?

Trained educators located throughout California will assess student submissions. Assessors hold administrative credentials, have experience as school leaders, and have undergone training through CalAPA.

HOW WILL THE LEADERSHIP CYCLES BE SCORED?

The final submission will be assessed and scored based on the CalAPA rubrics. Students must pass each of the Leadership Cycles within 18 months of registration. If a student does not receive a passing score, that student must make the necessary revisions and resubmit. Should the student not pass any sections of the leadership cycles, the student will have the opportunity to receive remediation and coaching from the Educational Leadership Program. It is the student’s responsibility to contact instructors in the program to seek guidance for next steps.

WHAT DOES THE SCHOOL SITE NEED TO KNOW?

The school site needs to know that the student is working toward his/her Preliminary Administrative Credential and will take the required CalAPA. The leadership cycles require students to participate in school activities, access and gather data, plan and conduct meetings, observe and coach teachers, and identify and solve pressing problems of practice. Students will need to speak with the Program Director about access to data, colleagues, and information related to instructional leadership and school improvement. The student must be upfront with the Director and plan early to avoid any potential conflicts. 12 Students may need to secure a consent form for any video they provide that includes minors.

Master of Arts (MA)

The MA requires 45 quarter units of coursework. This degree can be earned by PASC candidates who elect an additional 15 quarter units of coursework to their program. This degree can also be earned by professionals who would like additional preparation to hold leadership positions in the educational system and related organizations.

In order to be admitted to the MA in Educational Leadership Program candidates must have completed a bachelor's degree in a related field and have relevant experience to draw upon during the course of study.

Master's degree required courses:

EDUC 360: Organizational Leadership: Leading Change and Culture (3)

EDUC 365 Human Resource Development (3)

EDUC 366: Community Leadership and Public Relations (3)

EDUC 428: Financial Management (3)

EDUC 369: Action Research (3)

EDUC 372: Communities, Schools and Critical Theory (3)

