



SANTA CLARA UNIVERSITY – SCHOOL OF
EDUCATION & COUNSELING PSYCHOLOGY

EDUCATIONAL LEADERSHIP PROGRAM

**PRELIMINARY ADMINISTRATIVE
SERVICES CREDENTIAL
&
MASTER OF ARTS**

NEW CANDIDATE HANDBOOK

2019-2020

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Educational Leadership

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SANTA CLARA UNIVERSITY – SCHOOL OF
EDUCATION & COUNSELING PSYCHOLOGY

Dear Administrative Services Credential Candidate,

Congratulations on your admittance to Santa Clara University's School of Education and Counseling Psychology (SECP) Preliminary Administrative Services Program! You are beginning a rigorous and rewarding journey, which will prepare you for a bright future in educational leadership.

As you may know, your SECP program in educational leadership preparation's primary focus is educational excellence and equitable access for all students. As an instructional leader you may also work toward a Master of Arts degree in Educational Leadership. The Preliminary Administrative Services Credential (or eligibility certificate) and the Master of Arts are concurrently awarded at the successful conclusion of the program, through credential recommendation and degree conferral.

In addition to the program overview, we include a two-year cycle sheet reflecting courses and quarters taught. Your Individual Program Plan worksheet is also included in this packet as are the forms for the completion of each of the three practicum projects attached to the coursework in the program.

Also included are the forms that will document your practicum assignments which will be required for each of the three practicum courses in the program. You will be guided by a University faculty member during each of the practicum projects and we at the University will be working closely with your field and site supervisors in the field.

You will meet with your academic advisor and the Interim Educational Leadership Program Director to monitor your progress, review and continue to plan your pathway to a successful completion.

Once again, we are pleased to have you in the Educational Leadership Program. Together we will all make a difference in terms of learning how to optimally provide educational excellence and equitable access for all our students.

Dr. Francisca Miranda
Interim Director of Educational Leadership

THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

The Preliminary Administrative Services Credential Program at Santa Clara University is a unique 30-unit program, which can be completed in an academic year. With an additional 15 quarter units of coursework, the successful candidate will be awarded a Master of Arts degree in Educational Leadership.

Four courses within the program will focus on a critical background in solid administrative practice. These courses are in leadership, human resources, finance, as well as organization and management.

The three practicum classes in the program offer an intensive focus on administrative practice as it applies to the field. Each of the courses includes a field-based project implemented by the candidate and approved and evaluated in a unique collaboration between the University, district and school. These courses cover school/parent/community relations; school law, governance and law; program evaluation and interventions; and contemporary topics in leadership and technology.

To assure preparation for curriculum leadership in the credential/master's candidate coursework, two offerings in curriculum and assessment and evaluation are included in the program. In addition, in preparation for the Cal APA, credential candidates need to complete three field labs: The Leadership Field Lab, The Community and Technology Field Lab and The Contextual Field Lab.

THE MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

The Master of Arts in Educational Leadership is designed for individuals interested in pursuing various school administrative positions or working in a higher education setting. The School of Education offers three options for advancing your career in educational leadership, including:

- Master of Arts in Educational Leadership + Preliminary Administrative Services Credential
- Master of Arts in Educational Leadership (No credential)
- Preliminary Administrative Services Credential (Non-M.A. Option)

Units: MA or MA+Credential: 45 Quarter Units (15 Courses)

Credential Only: 30 Quarter Units

Start Dates: Fall, Winter, Spring, or Summer

Instructional Methods: On-campus or Off-campus Cohort

Department of Education
Preliminary Administrative Services Program

Core Requirements (21 Units)

EDUC 360A	Organizational Leadership & Culture Change	(3 units)
EDUC 361	Instructional Leadership	(3 units)
EDUC 363	Governance and Law	(3 units)
EDUC 365	Human Resources Development	(3 units)
EDUC 366	Community Leadership	(3 units)
EDUC 371A	Program Interventions & Evaluation	(3 units)
EDUC 428	Financial Management	(3 units)

Field Experience Requirements (9 Units)

On site (school/district) experience is provided through practicum requirement in each of the following three-unit courses.

EDUC 364	Leadership Field Lab: Using Data to Inform School Improvement & Promote Equity	(3 units)
EDUC 370	Leadership Field Lab: Supporting Teacher Growth	(3 units)
EDUC 367	Leadership Field Lab: Facilitating Communities of Practice	(3 units)

Master's Degree

To complete the MA degree after the Preliminary Administrative Services Credential, students must complete an additional 15 units of coursework, and this must include EDUC 369 Action Research. During the Action Research course MA students complete a capstone project, and so this is usually taken in their last or next to last quarter in the program. For the remaining 12 units, students identify electives in collaboration with their advisor that support their professional goals and plans.



Based on 2013 Program Standards. Required for students admitted September 1, 2015 and later.

M.A Educational Leadership Program Plan (optional Administrative Credential)

Candidate: _____ Email: _____

SCU ID# _____ Program Options: NA

Required courses for Administrative Preliminary Credential					
Course	Title	Units	Qtr. Plan	Qtr. Comp.	Course Number & University (Transfer form required for approval)
EDUC 360A	Org. Leadership & Behavior	3			
EDUC 361	Instructional Leadership	3			
EDUC 363	Governance and Law	3			
EDUC 364	Leadership Field Lab	3			
EDUC 365	Human Resource Development	3			
EDUC 366	Community Leadership	3			
EDUC 370	Community & Technology Field Lab	3			
EDUC 371A	Program Interventions & Evaluations	3			Acceptable SCU Substitutions
EDUC 374	Organizational Culture & Change	3			
EDUC 428	Financial Management	3			
	Total PASC Units	30			
Requirements for MA- all above listed courses and those listed below					
Choose One	EDUC 369: Action Research OR EDUC 490: Education Research Methods	3			
EDUC 367	Contextual Field Lab*	3			
EDUC xxx	Elective	3			
EDUC xxx	Elective	3			
EDUC xxx	Elective	3			
	Total Units	45			

* This course is required for those seeking a Preliminary Administrative Credential and may be substituted for either EDUC 366 or EDUC 374

Upon completion of all credential (PASC) courses you must petition for the Administrative Credential

For assistance with this process please email Credentials@scu.edu

The undersigned approve the above proposed Program Plan:

Credential Candidate: _____ Date _____

Academic Advisor: _____ Date _____ LZ 9.19



The Role of Performance Expectations and the California Professional Standards for Educational Leaders (CPSEL)

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

CPSEL have been a part of the California’s education leader preparation continuum since 2001, becoming an integral part of administrator preparation programs and the assessment of administrator candidates. In 2004, the CPSEL were adopted as part of the standards-based program for the Administrative Services Clear Credential, introducing a common language to be used in the discussion of administrative tasks and responsibilities.

Embedded in the 2014 Administrative Services Credential Clear Induction Program Standards are the 2014 updated CPSEL. Retaining their former structure, the 2014 CPSEL reflect changes in the education administrator’s job responsibilities over the last decade and introduce example indicators of practice that aid in understanding each standard in day-to-day school life. A companion booklet to these standards, the 2014 CPSEL, includes these three levels can be found on the CTC website.

In 2012 the Educator Excellence Task Force, a joint effort by the Commission on Teacher Credentialing and the State Superintendent of Public Instruction issued a report entitled “Greatness by Design.” Among its many recommendations, the Task Force called for the need to clarify the competencies beginning administrators--and their mentors--should be expected to acquire.² As a result, the 2013 Preliminary Administrative Services Credential program standards introduce the California Administrator Performance Expectations (CAPEs) that describe the set of knowledge, skills and abilities that beginning education administrators should have and be able to demonstrate. Aligned to the more sophisticated and complex CPSEL, the CAPE describe a foundation level of knowledge, skills and abilities targeted to a candidate preparing for their first administrative position that also prepares the candidate for ongoing/future learning in the CPSEL themselves. The alignment of the CAPE and CPSEL within the ASC program structure is illustrated in Figure 3.

² California Department of Education. *Greatness by Design* (2011) Sacramento, CA: Retrieved from <http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>
Commission on Teacher Credentialing Handbook Revised
Administrative Services Program Standards October 2019

California Professional Standards for Educational Leaders (CPSEL)

Develop and Implement a Shared Vision (CPSEL 1)

- Develop a student-centered vision.
- Develop a shared vision.
- Plan and implement the vision.

Instructional Leadership (CPSEL 2)

- Lead to create a professional learning culture.
- Lead the creation and implementation of the curriculum and instruction appropriate for the students.
- Lead the assessment and accountability necessary to affect the instructional goals for students.

Management and Learning Environment (CPSEL 3)

- Create and facilitate the needed operations and facilities for students to achieve.
- Lead/facilitate the creation of the plans and procedures for students to achieve.
- Lead/facilitate the climate needed for students and staff to fulfill their potential.

Family and Community Engagement (CPSEL 4)

- Engage appropriate parent and family to cause student achievement.
- Engage appropriate community partnerships to help the school's student achievement.
- Obtain community resources and services to best help achieve the school objectives.

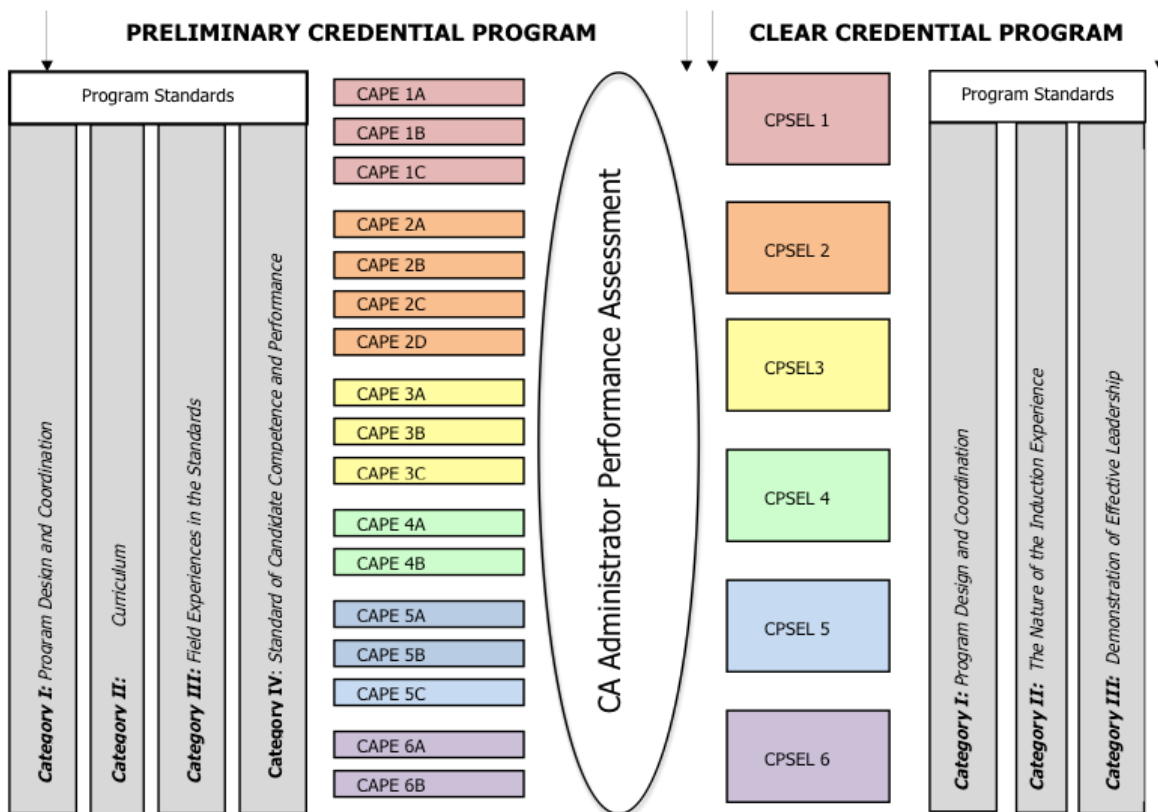
Ethics and Integrity (CPSEL 5)

- Reflect on one's practice to best help fulfill the student's potential to successfully lead.
- Make ethical decisions and help others make ethical decisions.
- Act ethically.

External Content and Policy (CPSEL 6)

- Understand and communicate policy
- Exert appropriate professional influence on those outside of the school organization.
- Engage in the policy of the school organization on those who are outside of the immediate school organization.

Figure 3: Standards and Performance Measures for the ASC Credentials



Together, these new components of educational leadership preparation--content expectations, performance expectations, targeted preparation, individualized support, ongoing professional learning, and standards-based assessments--provide a coherent system of development that promise to prepare, support and make stellar California's next decade of administrators, leaders who have a deep personal commitment to high expectations for their work that is informed by professional standards.³

³ California Department of Education. *Greatness by Design* (2011) Sacramento, CA: Retrieved from <http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>

California Administrator Performance Expectations (CAPEs)

~The Tier I Preliminary Administrative Credential Foundation~

Category A: Visionary Leadership (CAEs A1–A20)*

CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency’s Overall Vision and Goals

CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community

CAPE 3: Leading by Example to Promote Implementation of the Vision

CAPE 4: Sharing Leadership with Others in the School Community

Category B: Instructional Leadership (CAEs B1–B32)

CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction

CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth

CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors

CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals

Category C: School Improvement Leadership (CAEs C1–C9)

CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan

CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement

CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan

CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

Category D: Professional Learning and Growth Leadership (CACEs D1–D11)

CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth

CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities

CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

Category E: Organizational and Systems Leadership (CACEs E1–E27)

CAPE 16: Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning

CAPE 17: Developing, Implementing, and Monitoring and Monitoring the School's Budget

CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

Category F: Community Leadership (CACEs F1–F10)

CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public

CAPE 20: Involving the Community in Helping Achieve the School's Vision and Goals

* The "California Administrator Content Expectations" (CACEs) are 109 identified content knowledge expectations for a Tier I program.

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 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 exemplars 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.

WHEN DO THE CYCLES HAVE TO BE SUBMITTED?

All candidates who enrolled in a Preliminary Administrative Services Credential preparation program between June 1, 2018, and May 31, 2019, will be required to complete and submit three cycles of the CalAPA assessment before being

recommended for a Preliminary Administrative Services Credential. However, these candidates will not be required to meet the passing standard for the assessment to be recommended for the Preliminary Administrative Services Credential if they have:

- Registered for and submitted at least one of the cycles by September 26, 2019
- and*
- submitted all cycles by December 31, 2020

Because the individual cycles are built into the Educational Leadership coursework, students will be submitting assignments throughout the program; the goal is that by the time students have completed the program, they will have completed each cycle.

As part of the one-time non-consequential year, students have until December 2020 to complete all three cycles, that's if students do not meet the deadlines set by our leadership program. Once the CalAPA is fully operationalized in Fall 2019, students have 18 months from the time they register to complete the CalAPA.

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.

Students may need to secure a consent form for any video they provide that includes minors. Please check with the Program Director regarding specific consent policies.

WHAT DOES IT COST TO TAKE THE CalAPA ASSESSMENT?

Candidates who enroll in a Preliminary Administrative Services Credential preparation program between June 1, 2018, and May 31, 2019, are eligible to register for free using vouchers as full payment during registration. To receive vouchers, please contact the Educational Leadership Program Director.

Without a voucher the cost for the cycles are as follows:

Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity
\$125.00

Cycle 2: Facilitating Communities of Practice \$150.00

Cycle 3: Supporting Teacher Growth. \$150.00

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Educational Leadership Program EDUC# 364, 367, 370
Field Laboratory – Intake/ Form

Name on SCU Records: Student ID#
SCU Email:
Mailing Address: City: Zip:

Contact Phone Number:
Home Address:

Employment/District/School/Other or agency of employment:

Address:

Phone Number: ()

Your title-What do you lead or administer:
Other responsibilities?

Project Supervisor's Name:

Supervisor's Number: ()

What major tasks/projects/cycle will you be accomplishing during this quarter at your place of employment?

What signature assignments or major projects have you completed in the program so far?

Student Signature:

Supervisors Signature:

Comments:

Date of Approval:

Date of Completion:

Educational Leadership Program EDUC# 367, 370
Leadership Field Laboratory – Intake/ Form Part 2

What CPSEL/CAPE Standards will your current project be addressing? (Please specify specifically by standards) How do they apply to your project?



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Memorandum of Understanding

Field Supervisor Form

Name of Field Supervisor:

Name of Credential Coordinator:

Field Supervisor agrees to:

- Read the Educational Leadership Program Credential Candidate Handbook provided by the University (online).
- Read the Field Supervisor Job Description.

The University shall compensate the Field Supervisor at the end of each quarter.

Field Supervisor Signature

Date

Director of Educational Leadership Signature

Date



SANTA CLARA UNIVERSITY – SCHOOL OF
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Memorandum of Understanding

Field Supervisor Information Sheet

Please complete the following survey and email to the Interim Director of Educational Leadership, Francisca Miranda, at Fmiranda@scu.edu.

Name:

School Email Address:

School Phone Number:

California Administrative Services Credential/ Year:

Administrative Experience - Number of Years:

Experience Supervising/Evaluating Teachers/Administrators:

Bilingual/Languages Spoken:

Signature

Date



Educational Leadership

Role of Field Supervisor

Each credential candidate is assigned a field supervisor to guide his/her work through support; observation, and evaluation in the school or district placement. They communicate directly with the credential candidates about the program expectations and requirements. Field supervisors also facilitate interaction and conversation between credential candidates and the school administrators.

Fields Supervisors are expected to:

- Conduct a meeting with the credential candidate at the start of the academic year to (a) review the expectations, policies, and procedures for the field experience; (b) explain SCU's expectations for the credential candidate; (c) discuss the field supervisor's role in the process of support, evaluation and interaction throughout the year; and (d) cover all items on the list of discussion topics provided to the field supervisors.
- Visit with the credential candidate at least once per month (3 times a quarter) for observation and conversation during each quarter.
- Support the credential candidate by reviewing project-based tasks, answering questions, brainstorming solutions to field-based challenges, etc.
- Maintain ongoing contact and communication with credential candidate throughout the year. Assist with and validate the completion of tasks of each quarter assignments.
- Facilitate logistics surrounding the CalAPA tasks (securing forms, videotaping, etc.) as necessary.
- Exercise their responsibility for taking appropriate action by modeling and providing examples if credential candidate experiences difficulty meeting expectations for field lab performance.
- Participate in an end of quarter conference with the credential candidate and field lab instructor to discuss the credential candidate's progress in the field placement at the end of Fall, Winter, and Spring quarters. The end of the quarter concludes with a decision regarding the candidate's ability to consistently demonstrate a level of mastery of the CalAPA standards appropriate for a beginning administrator and has satisfactorily met the requirements for the field lab course.



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Field Supervisor Placement Evaluation by Credential Candidates

Spring: 2020 2021 2022

Field Supervisor's Name:

Credential Candidate's Name:

District/School Name:

1. What positive attributes did this Field Supervisor demonstrate when mentoring you?
2. How did this Field Supervisor guide you in assessing you, in considering strategies for implementing your projects, and in assessing your projects or initiatives?
3. How did your Field Supervisor specifically support you and your work with your Cal APA project(s)?
4. How might your Field Supervisor have provided more successful support of you and your Cal APA project(s)?
5. Would you recommend your Field Supervisor to a future Credential Candidate? Explain.
6. Other comments.

Signature

Date



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Memorandum of Understanding

Site Supervisor Information Sheet

Please complete the following information sheet and email to the Interim Director of Educational Leadership, Francisca Miranda, at Fmiranda@scu.edu.

Name/Title:

School Email Address:

School Phone Number:

California Administrative Services Credential/ Year:

Administrative Experience - Number of Years:

Experience Supervising/Evaluating Teachers/Administrators:

Bilingual? YES/NO Languages Spoken:

Signature

Date



SANTA CLARA UNIVERSITY – SCHOOL OF EDUCATION & COUNSELING PSYCHOLOGY

Educational Leadership

PASC Practicum Site Supervisor Responsibilities & Guideline

There are three practicum courses within the program, with the objective of providing a solid background in administrative practices.

These courses are:

EDUC 364 - Leadership Field Lab (3 units)

EDUC 370 – Community Leadership & Technology Field Lab (3 units)

EDUC 367 – Contextual Field Lab (3 units)

These three practicum courses offer our candidates the opportunity to experience an intensive focus on administrative practices in the field. The goal is to create field-based projects implemented by the candidate, approved and evaluated in collaboration with the University, district, and school. The purpose is to develop meaningful projects for the improvement of student achievement, and continuous effective partnership with the district community.

The Candidate will:

- Complete a total of 30 hours of fieldwork / practicum experience in each course for a total of 90 hours.

The Site Supervisor will receive:

- A copy of the course syllabus of the course he/she is supervising which includes a copy of the PASC Handbook, that will be given to both the site supervisor and the candidate.
- A copy of the CAPE & CPSEL standards will be given to each supervisor to emphasize the importance of meeting and covering the prerequisite standards as required by CTC. Each course cites the essential and relevant CAPEs, as required by CalAPA.

The project must be approved by the site principal, or designee, and the course instructor.

At the end of the practicum course the site supervisor will evaluate the candidate and the candidate will also evaluate the site supervisor. A copy of the evaluation will be given to the University and the candidate.



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Site Supervisor Evaluation for Credential Candidate

Date: _____

Credential Candidate

Name: _____

School & Site Supervisor's Name:

1. What are the areas of strengths demonstrated by the credential candidate?
2. How did the credential candidate react to the site supervisor's mentoring and guiding while completing the required field lab project?
3. How well did the credential candidate take the site supervisor's constructive criticism?
4. How open was the credential candidate to the suggestions or recommendations extended for the field lab project improvement?
5. Other comments:



SANTA CLARA UNIVERSITY – SCHOOL OF
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Memorandum of Understanding

Memorandum of Understanding and Agreement

This is a memorandum of understanding and agreement (the “Agreement”) to place candidates for the Preliminary Administrative Services Program. This Agreement is by and between _____ (“District”) and Santa Clara University (“University”), who may be referred to collectively as the parties.

RECITALS

University operates a program for the education and training of credential candidates pursuing a Preliminary Administrative Services Credential (“Credential Candidate”).

The District is authorized under Education Code 44320 et seq, to cooperate with institutions of higher education in providing training and experience to credential candidates.

One or more District employees who are credentialed, experienced administrators at a District school have agreed to be responsible to mentor and work with a credential candidate. (“Site Administrator”)

University has arranged for one or more experienced credentialed teachers or administrators to provide direct classroom supervision and support to credential candidates and cooperating site administrators. (“Field Supervisors”)

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of one (1)___ year(s) beginning _____ and ending _____, unless terminated sooner.

TERMINATION

Either party may terminate this Agreement on 30 days’ written notice to the other; provided, however, that credential candidates shall be allowed to

conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

UNIVERSITY DUTIES

1. University will work collaboratively with the District's school administration and staff in arranging for the appropriate site supervision of the credential candidate.
2. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a credential candidate in the school.
3. University will ensure guarantee that credential candidates and University field supervisors have appropriate TB and fingerprinting clearance.
4. University field supervisors will confer regularly with cooperating site administrators through meetings, telephone calls, and/or e-mail.

DISTRICT DUTIES

1. District will provide supervised administrative opportunities and experiences in the District's schools and classes under the supervision of the site administrator.
2. All student candidates must engage in the following three activities that would be coordinated with the district and/or site administrator and the University. These opportunities and experiences will include:
 - i. The opportunity to analyze school or district level student data to inform school improvement and promote equity,
 - ii. The opportunity to collaboratively lead a video-taped professional development session with teachers on an issue of concern, as defined by the district and/or site administrator,
 - iii. The opportunity to support and coach a teacher, identified by the district and/or site administrator, to advance teacher growth in an area specified by the district and/or site administrator. This will also need to be video-taped, but care will be taken to ensure District students are not identifiable in the video.
3. District will immediately notify University if the District has knowledge of or suspects any professional or ethical violations by a credential candidate.
4. District will instruct credential candidates in school policies regarding child abuse reporting, sexual harassment and professional conduct.

SITE AND DISTRICT DISCRETION

Administrative Services Credential candidates generally do their fieldwork in their own school site if they are a site-based teacher or other employee. Those holding district-level appointments will generally be placed with a site within their district that meets the needs of the student and the school site. The District or school site, at its sole discretion, may refuse to accept any University credential candidate assigned to the District or school site, and may request termination of the assignment of any previously assigned credential candidate.

INSURANCE

The University and District will procure and maintain in full force and effect adequate insurance or will self-insure their obligations under this Agreement. District shall be provided with verification of each student's professional liability insurance coverage prior to the beginning of each fieldwork educational experience program.

Without limiting the indemnification of either Party to this Agreement, each Party shall maintain or cause to be maintained the following insurance coverage: (i) a policy of commercial general liability with limits of liability not less than one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) annual aggregate; (ii) a policy of workers' compensation providing statutory coverage; and (iii) such other insurance or self-insurance as shall be necessary to insure it against any claim or claims for damages arising under the Agreement. Insurance afforded by the commercial general liability policy shall be endorsed to provide coverage to the other Party of the Agreement as an additional insured. Each Party to this Agreement shall provide a Certificate of Insurance certifying that coverage as required herein has been obtained. The requirements of this section may be satisfied by the provision of similar coverage through a self-insurance program.

LIABILITY INSURANCE

The University and the District shall each maintain automobile liability, general liability, and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles. The required coverage may be provided by way of adequately documented individual or pooled self-insurance.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University, and such coverages shall be primary to any coverages maintained by the District. Limits of liability for each type of liability coverage shall be at least \$1 million per claim per occurrence/ \$2 million aggregate.

WORKERS' COMPENSATION

The University and the District shall each maintain workers' compensation coverage applicable to their respective employees. For any credential candidates not currently employed by the district, the University agrees to maintain workers' compensation coverage for credential candidates to which this Agreement applies, and such coverage will be the only such coverage applicable to such credential candidates. By virtue of the coverage provided by the University, the District will also be considered to have secured payment of compensation for such individuals as provided in subd. (d) of section 3602 of the Labor Code.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California, without regard for its conflict of laws principles. Any lawsuit concerning or arising out of this Agreement shall be filed in the state or federal courts situated venued in the County of Santa Clara County, California.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.

4. In the event of a dispute between the parties arising from this Agreement, the prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (including but not limited to attorney fees and costs) incurred in the dispute.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.
8. This Agreement may not be assigned or transferred by either Party for any reason without the written consent of the other Party.
9. Nothing herein shall be construed as to create an exclusive arrangement between the Parties. This Agreement shall not restrict District from entering into similar agreements other universities, nor shall it restrict University from entering into similar agreements with other districts.
10. Any legal notice or other communication required or permitted to be made or given by either Party pursuant to this Agreement will be in writing and will be deemed to have been duly given: (i) five (5) business days after the date of mailing if sent by registered or certified U.S. mail, postage prepaid, with return receipt requested; (ii) when transmitted if sent by facsimile, provided a confirmation of transmission is produced by the sending machine; (iii) when delivered if delivered personally or sent by express courier service; or (iv) five (5) days after emailing the email address below. All notices will be sent to the other Party at its address as set forth below or at such other address as the Party may specify in a notice given in accordance with this section.

Santa Clara University
[Contact Person]
500 El Camino Real
Santa Clara, CA 95053
[Fax]
[Email]

[District]

With a copy to:

Attn: General Counsel
500 El Camino Real
Santa Clara, CA 95053

Fax: (408) 554-5477
contracts@scu.edu

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date and year first above written.

Santa Clara University

[District]

Signature

Signature

Printed Name & Title

Printed Name & Title

Date

Date