

**Initial Program Approval for New Program Sponsors
November 2017**

Insert

Overview

This report consists of a recommendation made for the initial approval of a professional preparation program for an institution that has recently received approval as a new program sponsor. Las Virgenes Unified School District (LVUSD) has received provisional approval by the Commission as a new program sponsor in California. (See [item 4B - April 2017 Commission meeting](#)) and now seeks approval from the Committee on Accreditation to offer an educator preparation program leading to the Preliminary Administrative Services Credential.

Staff Recommendation

Staff recommends that the Committee on Accreditation grant initial accreditation for Las Virgenes Unified School District's Preliminary Administrative Services Credential program.

Background

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process. At the [December 2015 Commission meeting](#), the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project – updates to the IIA process were subsequently approved during the [February 2016 meeting](#). A graphic detailing the five stages of the IIA process is provided on the following page.

A representative of the district will be available to answer questions or provide additional information at the COA meeting.



I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p>Staff Determination If the institution is a legal entity and the team attends Accreditation 101, the institution may move to Stage II</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Eligibility 2) Grant Eligibility with specific topics to be addressed in Stage III 3) Require resubmission with additional information 4) Deny Eligibility 	<p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p>a) Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Provisional Approval 2) Deny Provisional Approval <p>b) Committee on Accreditation Decision</p> <ol style="list-style-type: none"> 1) Approve Program(s) 2) Deny Approval 	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval 	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p>Committee on Accreditation Decision Monitors through the accreditation system</p>

Las Virgenes Unified School District

Las Virgenes Unified School District completed the first three stages of the Initial Institutional Approval process as follows:

Stage I: Prerequisites 1 and 2	December 2016 - Attended Accreditation 101
Stage II: Eligibility Requirements	April 2017 - Approved by the Commission
Stage III: Preconditions and Common Standards	September 2017 - Received Provisional Approval by the Commission, eligible to offer educator preparation for a three year period

Las Virgenes Unified School District's responses to the Preliminary Administrative Services Credential program standards were reviewed by a team of two Board of Institutional Reviewers. Reviewers collaborated on the feedback and provided LVUSD with a Report of Findings and LVUSD revised and resubmitted the responses. Following three revisions, the reviewers determined LVUSD's responses to be in alignment with the requirements of the Preliminary Administrative Services Credential Standards. Below is a summary of Las Virgenes Unified School District's proposed Preliminary Administrative Services Credential Program. The reviewers Report of Findings is provided in [Appendix A](#) and the complete submission of responses is included in [Appendix B](#) of this item.

Las Virgenes Unified School District Preliminary Administrative Services Credential Program Design

LVUSD's Preliminary Administrative Services Credential Program is designed to be a one-year program for school administrators or teachers. The program will prepare leaders to be successful in a school, district, or county office environment. The Preliminary Administrative Service Credential program goals will be to

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

The knowledge, skills and attitudes as described in the CAPEs/CACEs will be taught, applied and assessed throughout the program. Coursework will be developmental and sequential in nature. All coursework matrices can be found in the LVUSD's document beginning on page 41 of [Appendix B](#).

Assessment System

The Preliminary Administrative Services credential program will include formative and summative assessments. From the beginning of the program, leaders and instructors will support and monitor a candidate's progress by providing assignments that are related to practical, relevant, and current school or district work. Formative assessments will be used within each course and throughout the program and will include the review of the portfolio journal, creation of a scenario-based classroom exam, class participation, self-assessments, classroom assignments and a CAPE self-reflection that is conducted 3 times a year. Additionally, candidates' will be required to complete a Performance Assessment Project and a Performance Assessment Portfolio both related to coursework and fieldwork.

At the conclusion of each course, candidates will be asked to complete a final assessment requiring them to synthesize and apply their learning. A letter grade of A or B will be given on assignments and on in-class performance. If a candidate does not reach the proficiency level of an A or B grade, revisions will be required and instructors and supervisors will work with the candidate to ensure a satisfactory level of learning.

Fieldwork

Candidates in LVUSD's Preliminary Administrative Services Credential program will be required to complete 60 hours of fieldwork which will contain five hours in each of the six CAPE Domains. Using candidate self-assessments, fieldwork supervisors will work with each candidate to design a fieldwork plan that will be individualized to meet the candidate's needs and interests. Fieldwork supervisors will be required to hold a Clear Administrative Service Credential and will be current or former administrators within Ventura and Los Angeles County. In partnership with the Program Coordinator, fieldwork supervisors will work closely with district administrators to provide access to field experiences that are aligned to the CAPEs and CACE. Fieldwork hours will be documented by candidates in a Fieldwork Log.

Appendix A
Report of Findings
Commission on Teacher Credentialing
Initial Program Review Feedback
Administrative Services Preliminary

Institution	Las Virgenes Unified School District
Date of initial review	August 29, 2017
Subsequent dates of review	October 31, 2017
Date Program Standards Aligned	November 13, 2017

Status	Standard
Aligned	<p>Standard 1: Program Design and Rationale</p> <p>Questions, Comments, Additional Information Needed:</p> <p>Page 2, 3 – The general course descriptions provided do not make it clear to the readers how the interrelated set of theoretical and practical learning experiences lead to developing skills and knowledge. The addition of Signature Assignments does not address this issue. The combination of the sequence, signature assignments, but more importantly the Performance Assessments addresses this concern.</p> <p>Page 2, 3 – Please identify where dispositions are addressed in the coursework. This was addressed in ED581, states that dispositions will be examined.</p> <p>Page 2 – The narrative states, “skills and dispositions to begin an entry-level leadership position with success.” In what ways will the program prepare leaders who do not work in schools? The readers could not determine where this was addressed. The combination of the sequence, signature assignments, but more importantly the Performance Assessments addresses this concern.</p> <p>Page 3 – The readers are not clear as to why the program is using the CPSEL for self-assessment as opposed to CAPE and/or CACE. This was addressed in the CAPE Self-Assessment</p>
	<p>Standard 2: Collaboration, Communication and Coordination</p> <p>Questions, Comments, Additional Information Needed:</p> <p>Page 6 – LVUSD has established informal partnerships with itself. In reviewing your advisory board in what ways do those partners contribute</p>

<p style="text-align: center;">Aligned</p>	<p>substantially to the design, implementation, quality and effectiveness of the program? The readers could not determine where this was addressed. On the two documents, the LVUSD Credential Program Advisory Board Structural Overview, and the Center for Educational Excellence Program Oversight and Organization chart... one mentions Dr. Weis from CSUCI and UC Santa Barbara Extension, the other mentions Dr McCambridge from CLU. What evidence can you provide of a partnership outside of the district that shares in the implementation and success of the program? The review team considers that this standard has been addressed.</p> <p>Page 7 – While there is evidence of working on MOUs with partner IHE’s what might be the plan or vision for that partnership be? What are some core components that you would anticipate being addressed in the MOU? The readers could not determine where this was addressed. This has been addressed on page 7.</p> <p>Page 8 – Please expand on how partners share the responsibility for curriculum development, and design of field experiences. The minutes from the December 12 meeting of the advisory board seemed to include only Dr Weis from outside the district. It’s not clear to the readers how partnerships contribute substantively to the design, implementation, quality and effectiveness of the program.</p> <p>Page 8-9 In examining the Structural Overview of the Credentials Program, the Organization Chart and other parts of this application it’s unclear to the readers who is responsible for the development of curriculum, maintaining the quality of instruction, designing and monitoring field assignments and verification of candidate competence. Most Preliminary programs in the state have supervisors and coordinators devoted full-time to these programs. This has been addressed in the response on page 9 regarding the Credential Programs Coordinator.</p>
<p style="text-align: center;">Aligned</p>	<p>Standard 3: Development of Professional Leadership Perspectives Questions, Comments, Additional Information Needed: Page 9 – It’s unclear to the readers how curriculum pedagogies are designed to engage candidates in learning activities from the general descriptions of courses. Providing links from the questions to relevant section in the courses would clarify this section for the readers. No additional information was provided by LVUSD in this submission. This standard is found to be aligned in light of additional information provided</p>

	on Course Sequence and Credential Programs Coordinator responsibilities.
Aligned	<p>Standard 4: Equity, Diversity and Access</p> <p>Questions, Comments, Additional Information Needed:</p> <p>In this section, the same three course description segments are used in response to the varied questions. Each PS question is specific and asks for a specific consideration. As with PS 3, providing concrete practices of how the question is addressed and then link to the relevant course descriptions, would clarify this section. The same courses descriptions were provided as the answer to six different questions and there are six questions that need to be addressed with the course descriptions provided as links to substantiate the intended steps in the program design. For example, the PS 4 question preface is “through coursework and fieldwork, candidates will” and the responses to the six questions noted above only focus on the three courses where most of the themes are addressed. However, equity, diversity and access is intended to be woven throughout <i>all</i> coursework and fieldwork. Need respondents to clarify that in this section.</p>
Aligned	<p>Standard 5: Role of Schooling in a Democratic Society</p> <p>Questions, Comments, Additional Information Needed:</p> <p>Page 24 – No response</p> <p>PS 3 and PS 4, PS 5 includes several responses that are the course description from one of the courses to multiple questions. This does not address the question asked. It provides detail about one place where the program addresses an aspect of the question, but the response needs to be specific to that question and provide more clarity in the program design’s approach to the question asked.</p>
Aligned	<p>Standard 6: Visionary Leadership</p> <p>Questions, Comments, Additional Information Needed:</p> <p>While the attached matrix is useful in helping to determine where certain standards are covered, they are inadequate in providing the readers with the information required, in Standards 6-11, to determine how the CAPEs will be met within the courses.</p>
Aligned	<p>Standard 7: Instructional Leadership</p> <p>Questions, Comments, Additional Information Needed:</p> <p>While the attached matrix is useful in helping to determine where certain standards are covered, they are inadequate in providing the readers with the information required, in Standards 6-11, to determine how the CAPEs will be met within the courses.</p>

<p>Aligned</p>	<p>Standard 8: School Improvement Leadership Questions, Comments, Additional Information Needed: While the attached matrix is useful in helping to determine where certain standards are covered, they are inadequate in providing the readers with the information required, in Standards 6-11, to determine how the CAPEs will be met within the courses. The readers recognize that the signature assignments have been plugged in here to respond to the issues stated above</p>
<p>Aligned</p>	<p>Standard 9: Professional Learning and Growth Leadership Questions, Comments, Additional Information Needed: While the attached matrix is useful in helping to determine where certain standards are covered, they are inadequate in providing the readers with the information required, in Standards 6-11, to determine how the CAPEs will be met within the courses.</p>
<p>Aligned</p>	<p>Standard 10: Organizational and Systems Leadership Questions, Comments, Additional Information Needed: While the attached matrix is useful in helping to determine where certain standards are covered, they are inadequate in providing the readers with the information required, in Standards 6-11, to determine how the CAPEs will be met within the courses. \</p>
<p>Aligned</p>	<p>Standard 11: Community Leadership Questions, Comments, Additional Information Needed: While the attached matrix is useful in helping to determine where certain standards are covered, they are inadequate in providing the readers with the information required, in Standards 6-11, to determine how the CAPEs will be met within the courses.</p>
<p>Aligned</p>	<p>Standard 12: Nature of Field Experiences Questions, Comments, Additional Information Needed: A Program Handbook is referenced a number of times in this application. The readers were unable to locate it.</p>
<p>Aligned</p>	<p>Standard 13: Guidance, Assistance and Feedback Questions, Comments, Additional Information Needed:</p>

<p>Aligned</p>	<p>Standard 14: Assessment of Candidate Performance Questions, Comments, Additional Information Needed: A scoring guide for assignments is referenced on pages 35, 36 and 39. The readers were unable to locate it.</p> <p>The California Administrator Performance Assessment (CalAPA) is being developed by the CTC. A review of current progress would be helpful to inform this section.</p> <p>In examining the Structural Overview of the Credentials Program, the Organization Chart and other parts of this application it's unclear to the readers who is responsible for the gathering of documented evidence for each candidate's satisfactory performance on the full range of the CAPEs, the eventual administration of the APA, and management of the formative assessment processes. Most Preliminary programs in the state have supervisors and coordinators devoted full-time to these programs.</p> <p>This has been addressed on pages 9 and 10.</p>
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**Appendix B
Las Virgenes Unified School District
Proposed Preliminary Administrative Services Program**



**Las Virgenes Unified School District
Response to the
Preliminary Administrative Services Credential
Program Standards**



Category I: Program Design and Coordination	
Program Standard One: Program Design and Rationale	
The administrative services preparation program prepares instructional leaders to serve effectively in a variety of public schools and school districts.	
<p>The design of the program is based on a sound rationale informed by theory and research and aligned with the <i>California Administrator Performance Expectations</i> and principles of adult learning theory.</p>	<p><i>The design of the program is based on a sound rationale informed by theory...</i></p> <p>The program is based on current theory in leadership as exemplified by the work of leaders like Richard Elmore, Michael Fullan, Linda Darling-Hammond, John Hattie, Robert Garmston, Doug Fisher, Nancy Frey and others who have researched and influenced leadership development. With daily work in schools and districts, strong connections to state and regional educational agencies, and access to quality professional development, the LVUSD and PASC staff members remain current with emerging research and best practices in the field.</p> <p><i>...and aligned with the California Administrator Performance Expectations...</i></p> <p>All courses have been mapped out to align to guiding CAPEs and CACEs as evidenced by the <u>PASC COURSE DESCRIPTIONS</u>.</p>

	<p>In developing the skills of emerging administrators, PASC instructors support candidates as they learn how to present to target audiences, address diverse audiences, determine credible sources for appropriate data, and create a professional development plan for adult learners.</p> <p><i>...and principles of adult learning theory.</i></p> <p>The instructional design of each course is based on sound adult learning theory. Participants interact with one another; participate in discussions about readings, assignments and journal reflections; present to their peers and give feedback; and explore each other’s assumptions about education. All instructional activities are analyzed through the lens of bias, culture, student access to the core, and barriers to learning. Candidates embark on a transformative journey that prepares them with the knowledge, skills and dispositions required to begin an entry-level leadership position with success. LVUSD’s Preliminary Administrative Services Credential Program will prepare leaders who can be successful in a school, district, or county office environment. As an example, in the <i>Leadership in Curriculum, Instruction, and Assessment</i> course there is a deep focus on understanding connections and core elements of California standards, frameworks, and instructional materials. The depth of knowledge provided in this focus would allow an individual to be successful in an instructional leadership position at a broader level. This said, the program’s CACE-alignment allows for preparation of the site-leader from evaluating teaching to setting and implementing a budget to making equitable decision that are aligned to the California Education Code. These connections/outcomes are further outlined on the Course Sequence document.</p> <p>The online course environment, NEO-LMS, enables candidates to work independently or collaboratively, as well as with the Course Instructor when necessary. Reflections, assignments, journal forums, and specific prompts are uploaded to peers and instructor consumption and feedback.</p>
<p>The program includes a coherent, developmental, integrated, and interrelated set of theoretical and</p>	<p><i>The program includes a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences designed to provide extensive opportunities to engage candidates in developing knowledge, skills, and dispositions to advance teaching and learning.</i></p>

<p>practical learning experiences designed to provide extensive opportunities to engage candidates in developing knowledge, skills, and dispositions to advance teaching and learning.</p>	<p>The Las Virgenes Unified School District Preliminary Administrative Services Credential Program (LVUSD PASC) is developmental in nature, offering candidates a coherent and sequential progression of research-based current practice and skill development that expands throughout the program. One of the program goals is to enable participants to shift from traditional practice and perspective to current models of education that include research-validated practices (collaborative teams, focus on student data, systemic tiered interventions, and a systems approach to education reform). Knowledge, skills, and attitudes as described in the CAPEs/CACEs are explicitly taught, applied, and assessed throughout the program. Courses are aligned to the CAPEs/CACEs as evidenced by the corresponding <u>signature assignments</u> (updated link) and <u>PASC COURSE DESCRIPTIONS</u>.</p> <p>The work of school administration is conducted in a complex environment. PASC instructors are skilled and experienced practitioners who have demonstrated leadership within this dynamic setting, and who design learning experiences that integrate theory and practice. Most participants have full time employment as educators, so the program relates new learning to current experiences and contexts in ways that broaden the candidates' understanding of the changing scope of administration.</p> <p>From the beginning of the program, PASC leaders and instructors inform, support, and empower participants by immediately putting their learning to work. <u>Assignments</u> (updated link) are related to practical, relevant, and current school or district work.</p> <ul style="list-style-type: none"> ● In the first month of the program, candidates establish a relationship with a Fieldwork Supervisor who provides direct exposure and access to the daily scope of administrative work. ● Fieldwork is connected to coursework and learning, and is designed to expand the candidate's breadth of experience within the administrative arena. Fieldwork supervisors coach participants toward meaningful experiences and support them as they gain both perspective and confidence. Fieldwork is connected to the CAPEs as evidenced by the <u>FIELDWORK OVERVIEW</u>. ● Course content builds knowledge and understanding that can be immediately applied in the participant's' daily work. ● Candidates self-reflect on key elements of the six CAPE Domains through the <u>CAPE SELF REFLECTION</u> (updated link) document. Course Instructors and Fieldwork Supervisors help facilitate this process. ● Throughout the program, candidates work toward completing the PASC <u>PERFORMANCE ASSESSMENT PROPOSAL</u> and <u>PERFORMANCE ASSESSMENT PROJECT</u>, which allow candidates to
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	<p>reflect upon diverse, multifaceted data sources to identify a targeted area for leading change within their system. Candidates exhibit authentic leadership to act upon this area of need using research-affirmed practices, develop professional capital to sustain the change, and reflect upon the outcome(s) of their project.</p>
<p>The program includes both formative and summative assessments based on the <i>California Administrator Performance Expectations (CAPE)</i>.</p>	<p>The program includes both formative and summative assessments based on the <i>California Administrator Performance Expectations (CAPE)</i></p> <p>The LVUSD PASC program is comprised of face-to-face instruction, with integrated on-line and fieldwork components.</p> <p>Courses are created with developmental and sequential progression in mind. Each course contributes to and builds upon candidates' understanding of instructional and organizational leadership. Essential themes spiral through coursework, as well as fieldwork activities and the completion of the research project. Candidates interact with key CAPEs/CACEs throughout the program as they have multiple exposures along the developmental continuum. Course and field learning activities are directly linked to the candidate's professional practice in relevant situations.</p> <p>The design of the PASC program is to model the use of assessment as an instructional tool in the delivery of the program courses, and in the formative and summative assessment of candidates. During the program orientation, candidates are provided a program handbook that summarizes the <u>PROGRAM COMPONENTS</u> and key policies. It is in this forum the candidates learn of the formative and summative assessment functions of the PASC program.</p> <p>The program uses a comprehensive formative assessment system to collect data in a variety of formats and contexts. PASC staff analyze all assessment data during quarterly staff meetings to identify areas of strength, as well as areas for improvement within the program. Multiple measures, including formative and summative assessments, are utilized to measure each candidate's competency.</p> <p>The program is rigorous and candidates are asked to commit a significant amount of time beyond the face-to-face evening and weekend classes: reading, writing, reflecting and presenting their work. Each candidate engages in comprehensive fieldwork activities, as well as the completion of a field-based <u>PERFORMANCE</u></p>

ASSESSMENT PROJECT. Candidates present their portfolio and project to a panel including PASC instructors, their Fieldwork Supervisor, and the PASC Program Coordinator.

Formative assessments are used within each course and throughout the program. Examples include: review of portfolio journal reflections and artifacts, the creation of a scenario-based classroom exam, relevant class participation, self-assessments, and classroom assignments. The online course management system, **NEO-LMS**, enables instructors to provide specific feedback on assignments and activities that are uploaded for review. Candidates are able to ask questions and re-submit assignments to meet proficiency.

During the PASC program, candidates develop a **PERFORMANCE ASSESSMENT PORTFOLIO** related to their coursework and fieldwork, which reflects their experiences, professional practice, and self-reflections. Additional components in the portfolio include a professional resume, statement of personal mission, vision, values and/or core beliefs, and a narrative summary of their **PERFORMANCE ASSESSMENT PROJECT**. In addition, the reflective writings include a description of what candidates have learned related to the six CAPE domains as a result of program course activities. The portfolio is designed as a self-assessment tool, as well as a demonstration of individual learning and learning gained from others.

End-of-Course/Semester Assessments

At the end of each course, candidates are asked to complete a final assessment that requires them to synthesize and apply their learning. Assessments are often open-book, performance-based, and involve scenarios that the candidate will experience as a practitioner.

Course Grades

Course instructors assign a traditional letter grade based on candidate performance in class and on assignments. The proficiency level for candidate success is a grade of “A” or “B.” All assignments are graded with the expectation of “Satisfactory” status or revision is required. Instructors provide feedback on how to improve work that does not reflect the level of learning and/or quality expected in the program. Grades include class participation, course assignments, and the end-of-course assessment. As the course is taught, instructors and fieldwork supervisors actively work with candidates to ensure success.

	<p>Monitoring program effectiveness and candidate competency is an ongoing process in the PASC program. Course instructors, fieldwork supervisors and the Program Coordinator maintain regular communication through face-to-face meetings, as well as email and phone conversations to share new materials and engage in dialogue surrounding new ideas and knowledge regarding leadership, teaching and learning. These discussions also include progress reports on each candidate’s progress.</p>
<p>Program Standard Two: Collaboration, Communication, and Coordination</p>	
<p>Each sponsor of an administrative services preparation program establishes one or more partnerships that contribute substantively to the design, implementation, quality and effectiveness of the program.</p>	<p><i>Each sponsor of an administrative services preparation program establishes one or more partnerships that contribute substantively to the design, implementation, quality and effectiveness of the program.</i></p> <p>LVUSD is a comprehensive K-12 school district that interfaces with other districts in Ventura and Los Angeles County. The majority of candidates in the PASC Program work in schools and districts located in Ventura/North Los Angeles. PASC candidates engage in fieldwork and action research in school settings, and are thus supported by partnering districts that provide access to their schools and leaders. A Fieldwork Supervisor advises and monitors candidates during fieldwork activities while serving to connect candidates to leadership opportunities within their school or district. Partnerships with districts and mentors provide candidates with access to authentic settings and tasks during their administrative preparation. District and school leaders have the opportunity to observe candidates in a field setting, which enhances their ability to recruit and hire qualified administrators.</p> <p>The PASC Program has established informal partnerships within the LVUSD organization by utilizing “experts” as guest presenters. Leaders from departments such as Fiscal Services, Human Resources, Child Welfare and Attendance, the Teacher Induction Program, and Special Education partner with the PASC Program to provide current, credible information appropriate for emerging administrators. The <u>PROGRAM OVERSIGHT AND ORGANIZATION</u> (updated link) document outlines the extensive partnerships that exist across the LVUSD PASC program.</p> <p>LVUSD is looking into developing a formal partnership with local universities including California Lutheran University and Pepperdine University, which provides PASC candidates with the option</p>

	<p>to complete a Master of Arts or a Doctor of Education degree upon completion of the preliminary administrative services credential. LVUSD has established a credit reciprocity agreement with UCSB for CEU course equivalents. Within the past month, we have discussed Masters Partnerships with Cal Lutheran University and Fielding Graduate University, both of whom have interest. Cal Lutheran has professors on our Credential Program Advisory Board.</p>
<p>Partnership agreements are collaboratively established with each partner and clearly define roles and expectations of all partners sharing the responsibility for the implementation and success of the program.</p>	<p><i>Partnership agreements are collaboratively established with each partner and clearly define roles and expectations of all partners sharing the responsibility for the implementation and success of the program.</i></p> <p>A formal PARTNERSHIP MOU is being formed between LVUSD and all partner universities, which defines each partner’s responsibility in the Program-IHE partnership. Our vision for partnership includes the option for candidates to pursue their Masters of Arts in Education, as we are currently collaborating with a local IHE to explore this avenue further. LVUSD has established a credit reciprocity agreement with UCSB for CEU course equivalents.</p> <p>The MOU will outline the responsibilities of both the IHE and LVUSD. It will include elements relating to advertising, credit reciprocity, marketing, class caps, and length of term.</p>
<p>Partners, such as advisory committees, school districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and</p>	<p><i>Partners, such as advisory committees...</i></p> <p>The LVUSD PASC program has an advisory board that provides input on our three CTC-accredited credential programs. The <u>LVUSD Credential Program Advisory Board</u> (updated link) serves ascertain the state of current and future credential programs and their associated coursework, activities, and trainings. The advisory board is also responsible for suggesting solutions to meet the needs of program participants, coaches, and faculty members in the development of program goals.</p> <p><i>...school districts that facilitate field experiences...</i></p>

<p>communicate regularly and openly.</p>	<p>The PASC program identifies Fieldwork Supervisors who are well-connected and well-respected current or former administrators within Ventura and Los Angeles County. In partnership with the Program Coordinator, Fieldwork Supervisors work closely with district administrators to provide access to meaningful, relevant field experiences that are aligned to the CAPEs and CACEs. This is reflected in the <u>FIELDWORK OVERVIEW</u> that includes the <u>FIELDWORK LOG</u>.</p> <p><i>...higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate regularly and openly...</i></p> <p>In addition to our collaboration with IHE's and districts through our advisory board and informal partnership/collaborative meetings, the LVUSD PASC Program coordinates with local community organizations to support our coursework and fieldwork components of the program. For Domain 6-Community Leadership, candidates are required to interview a mental health professional from the community who supports students and create a graphic organizer that illustrates the broad range of mental health services available with the candidate's district. The specifics of this can be found on the <u>FIELDWORK OVERVIEW</u> document.</p>
<p>Partners share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.</p>	<p><i>Partners share responsibility for program quality;</i></p> <p>The <u>LVUSD Credential Program Advisory Board</u> (updated link) helps analyze candidate program data found on the <u>PASC Mid-Year and End-of-Year survey</u> (updated link) to inform program design and implementation.</p> <p>LVUSD's Director of Education and Leadership oversees the program and coordinates with the Assistant Superintendent of Business on the fiscal operations. The Credential Program Coordinator's single responsibility is to oversee the LVUSD Preliminary Administrative Services Credential Program.</p> <p>LVUSD employs a full-time <u>Credential Programs Coordinator</u> who plans, organizes, controls and directs the organization, professional development and delivery of assigned CTC state-approved</p>

training programs including the Preliminary Administrative Services Credential Program. Her job includes but is not limited to:

- facilitating candidates' participation in the credentialing programs; meets with participants to develop leadership characteristics, provides steps for clearing credentials, responds to questions, and resolves issues or concerns
- conducting workshops, training sessions and makes various presentations
- maintaining records of attendance
- distributing and receives workshop and course evaluations and makes changes to presentations as appropriate
- Developing and maintaining partnerships with appropriate external agencies, universities, and others to support options for earning university credit, course work transfer, and degree attainment
- Reviewing the credentialing unit programs for continuous improvement and facilitates the expansion of program offerings as warranted
- Collaborating with the Director of Education and Leadership and other Administrative Cabinet members to develop quality curriculum

Additionally, two Credential Analysts who provide credential advisement and clerical and administrative support also contribute to maintaining a quality program.

...candidate recruitment, selection, and advisement...

The PASC Program Coordinator notifies all administrators in partner districts of the annual PASC application process and eligibility requirements. The Program Coordinator works closely with District Superintendents and HR Directors to identify future leaders who show great promise and potential.

..curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.

	<p>The advisory board provides critical feedback that contributes to program growth, including on curriculum development and design of field experiences (see Advisory Board meeting minutes as an example). Likewise, course instructors invite well-respected leaders from the community from LVUSD and partner districts to share their knowledge with the PASC Candidates.</p> <p><i>...selection of field sites; design of field experiences; selection and preparation of field experience supervisors...</i></p> <p>The Advisory Board provides input on relevant field experiences, and (when needed) members help provide input on potential fieldwork supervisor candidates as well as specific training requirements for fieldwork supervisors.</p> <p><i>...and assessment and verification of candidate competence.</i></p> <p>District/site representatives are invited to be non-scoring members of each candidate's Performance Assessment Panel. These non-scoring members can provide input on the evaluation of candidate competence and have the opportunity through the process to learn about the leadership potential of specific candidates within their district. This opportunity is a win-win for all involved in that the candidate gets greater exposure for the work they have led, the program has the opportunity to seek feedback from district/site representatives, and the district/site representatives are exposed to the quality of the program that LVUSD administers.</p>
<p>Program Standard 3: Development of Professional Leadership Perspectives</p>	
<p>By design, the administrative services preparation program facilitates each candidate's development of a professional leadership perspective through learning activities that promote leadership and interpersonal skills.</p>	
<p>The program curriculum and pedagogies are designed to engage candidates in learning activities that require the ability to</p>	<p><i>The program curriculum and pedagogies are designed to engage candidates in learning activities that require the ability to diagnose the causes of organizational problems at both macro and micro-organizational levels (e.g., system-wide and individual).</i></p>

<p>diagnose the causes of organizational problems at both macro and micro-organizational levels (e.g., system-wide and individual).</p>	<p>The LVUSD PASC Program consists of 7 courses that engage candidates in meaningful learning activities to support them in addressing various organizational challenges including data analysis, personnel management, leadership disposition evaluation, and other activities that examine both macro and micro-organizational issues.</p>
<p>The program provides multiple opportunities for candidates to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political context and its implications.</p>	<p><i>The program provides multiple opportunities for candidates to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political context and its implications.</i></p> <p>The PERFORMANCE ASSESSMENT PROJECT begins with a PERFORMANCE ASSESSMENT PROPOSAL which provides candidates with the opportunity to review their district Local Control Accountability Plan, Federal/State accountability data, demographic context, stakeholder input, and Single Plan for Student Achievement to identify key priority focus areas to consider supporting via the PERFORMANCE ASSESSMENT PROJECT. Candidates use this information to identify an area of needed growth in their system and further explore that area by collecting triangulated data to illustrate a need. Candidates then conduct research and work to develop professional capital and mobilize resources within their systems to address their specific identified area of need. As they move forward with their projects, they learn the complexities of educational leadership, and how to be adaptive in their approach to leading systems. The year-long Performance Assessment process is designed to help shape and refine a candidate’s personal vision for supporting students while ensuring alignment to the existing vision and mission within their system. Furthermore, the Performance Assessment process helps grow and foster a disposition of inquiry and reflection that will be further refined in the Clear Administrative Services Credential Program.</p> <p>In addition to the Performance Assessment, course instructors utilize an inquiry-based instructional model, which allows candidates to explore complex questions and derive deeper meaning.</p>
<p>In addition, the program ensures candidates understand environmental contexts, organizational culture, intra-organizational</p>	<p><i>In addition, the program ensures candidates understand environmental contexts, organizational culture, intra-organizational systems, and their influence on human behavior and educational outcomes.</i></p>

<p>systems, and their influence on human behavior and educational outcomes.</p>	<p>Through the <u>signature assignments</u> in <u>ED 853: Building Professional Capital</u>, candidates will grow the skills to develop social and human capital within an organization by examining systems of collaboration, learning how to foster leadership and facilitate networks of support to promote student achievement. A thorough analysis of how personnel management contributes to organizational culture and environmental contexts will allow candidates to understand the complex systems that contribute to positive school outcomes.</p> <p><u>ED 854: School Law, Policy and Management</u> provides candidates with tools to effectively manage a school site and lead a school. This course and the <u>related assignments</u> support candidates in attaining the attitudes, knowledge and skills congruent with the principal as an effective communicator. Topics include inter- and intra-personal communication skills, school and community relations, analysis of school and community power bases and group process skills.</p>
<p>Finally, the program builds leadership perspective through learning activities that expose candidates to the both the internal and external influences, relationships, resources, and opportunities that can engender and support the vision and mission of the school and district.</p>	<p><i>Finally, the program builds leadership perspective through learning activities that expose candidates to the both the internal and external influences, relationships, resources, and opportunities that can engender and support the vision and mission of the school and district.</i></p> <p>Throughout their coursework experiences and <u>signature assignments</u>, candidates develop and build their leadership perspective as they are exposed to a myriad of influences including those from their fieldwork opportunities, bias examination panel, blended coaching frameworks, and their performance assessment.</p> <p>The <u>PERFORMANCE ASSESSMENT PROJECT</u> begins with a <u>PERFORMANCE ASSESSMENT PROPOSAL</u>, which provides candidates with the opportunity to review their district Local Control Accountability Plan, Federal/State accountability data, demographic context, stakeholder input, and Single Plan for Student Achievement to identify key priority focus areas to consider supporting via the <u>PERFORMANCE ASSESSMENT PROJECT</u>. Candidates use this information to identify an area of needed growth in their system and further explore that area by collecting triangulated data to illustrate a need. Candidates then conduct research and work to develop professional capital and mobilize resources within their systems to address their specific identified area of need. As they move forward with their projects, they learn the</p>

	complexities of educational leadership, and how to be adaptive in their approach to leading systems. The year-long Performance Assessment process is designed to help shape and refine a candidate’s personal vision for supporting students while ensuring alignment to the existing vision and mission within their system.
Program Standard 4: Equity, Diversity, and Access	
By design, the administrative services preparation program provides each candidate with an opportunity to understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments.	<p><i>By design, the administrative services preparation program provides each candidate with an opportunity to understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments.</i></p> <p>Through their assignments in candidates will learn and apply strategies for guiding, motivating, delegating and building consensus among diverse constituencies in the school and community. By engaging in meaningful experiences, such as shadowing an English Learner, and discussing educational bias with a panel of underserved students and parents, they will link theory and practice to better understand educational equity in order to implement positive changes within the educational communities they serve. Candidates develop strategies and resources for working with diverse language groups by exploring systems that assist in communicating with multiple language communities, identifying state-adopted instructional materials, supplemental classroom resources, and teaching strategies that support English learners and students with special needs. They will review the new and current frameworks to identify common themes and develop a roadmap for addressing the breadth of the California vision.</p>
Through coursework and fieldwork, candidates	
...(a) examine their personal attitudes related to issues of privilege and power in different domains including race, gender, language, sexual orientation, religion, ableness, and socio-economic status;	<p><i>...examine their personal attitudes related to issues of privilege and power in different domains including race, gender, language, sexual orientation, religion, ableness, and socio-economic status;</i></p> <p>Candidates will use case studies and multifaceted data-studies demonstrating bias and inequity in systems, and well-facilitated conversations to deconstruct how vision, values, and identity impact one’s leadership. They will examine educational equity through the lens of a student, via a shadowing opportunity and a parent/student panel, to identify opportunities to improve the experience of our students and to provide a more socially just educational setting.</p>

<p>...(b) learn ways to analyze, monitor, and address these issues at the individual and system level;</p>	<p>...learn ways to analyze, monitor, and address these issues at the individual and system level;</p> <p>Candidates also learn how to effectively manage an education system, maintaining compliance with California Education Code to eliminate implicit and explicit inequity of access to quality public education for all student in order to develop a plan for ensuring social justice within an educational system.</p>
<p>...(c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies; and</p>	<p>...understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies; and</p> <p>Candidates will also apply their knowledge and understanding of of educational bias to both their coaching conversations for teacher development and their learning observations in order to ensure the learning environments of students are safe, equitable, restorative-based, and nurturing.</p>
<p>...(d) come to understand the role of the leader in creating equitable outcomes in schools.</p>	<p>...come to understand the role of the leader in creating equitable outcomes in schools.</p> <p>All LVUSD PASC courses support a foundational candidate disposition of ensuring that all leadership actions come from an equity mindset. This equity-lens is inherent throughout our program and surfaces in all PASC courses and signature assignments.</p> <p>Some examples of this are as follows:</p> <ul style="list-style-type: none"> ● Using <i>Strengths Based Leadership</i> and the Strengths Finder to explore the topic of leadership within the context of California education systems ● Creating a Leadership Vision Plan to support an equitable learning environment ● Analyzing site-specific data to develop an action plan addressing potential equity gaps
<p>The program provides opportunities for candidates to learn</p>	
<p>...How to identify, analyze and minimize personal bias</p>	<p>...How to identify, analyze and minimize personal bias</p> <p>Assignments that examine and address personal bias include:</p> <ul style="list-style-type: none"> ➤ English Learner Student Shadow: Candidates will examine educational equity through the lens of a student. This allows candidates to identify opportunities to improve the educational experience for students in our schools.

	<ul style="list-style-type: none"> ➤ Leadership Dispositions & Approaches: Through an in-depth evaluation of the varied leadership dispositions, candidates examine how these strengths drive success in administration. ➤ Data Analysis: Candidates will analyze site-specific data by demographic to assess how performance metrics demonstrate potential equity gaps that exist. They will then develop an action plan for involving stakeholders in addressing these potential gaps. ➤ Bias Examination Panel: Candidates learn about the educational experiences of our students and parents during a panel discussion. They examine the personal biases they bring to education and how to address that bias by individualating, using data, reflecting and assigning competence. Debriefing the panel provides candidates the opportunity to connect privilege and underserved populations.
<p>...how policies and historical practices create and maintain institutional bias,</p>	<p><i>...how policies and historical practices create and maintain institutional bias,</i></p> <p>In the first three courses, candidates reflect upon historical practices, multifaceted data, and issues of institutional racism that exist in the contemporary educational environment to help shape a vision for teaching and learning that is rooted in ensuring that all students have equal access to a high-quality public education.</p>
<p>...and how leaders can address and monitor institutional-level inequity.</p>	<p><i>...and how leaders can address and monitor institutional-level inequity.</i></p> <p>After learning about federal, state and local policies and regulations, candidates use <i>Strengths Based Leadership</i>, their Strengths Finder Activity, and their Leadership Vision Plan to develop an equity plan that addresses potential equity gaps at all levels.</p>
<p>The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student engagement, student discipline, school culture,</p>	<p><i>The program prepares candidates to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining teaching, learning, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing effective instruction and equitable access for all students.</i></p> <p>All LVUSD PASC courses support a foundational candidate disposition of ensuring that all leadership actions come from an equity mindset. This equity-lens is inherent in our <u>PASC COURSE DESCRIPTIONS</u> and surfaces in the associated <u>signature assignments</u>.</p>

<p>family involvement, and other programmatic supports in the school for the purposes of providing effective instruction and equitable access for all students.</p>	<p>Some examples of this are as follows:</p> <ul style="list-style-type: none"> ● Candidates learn strategies for providing equity in family communication and parent involvement. ● Through panel discussions and shadowing activities, candidates are able to experience education through the lens of a student ● Candidates use readings, in-class discussions, journal reflections, and well-facilitated conversations to deconstruct how vision, values, and identify impact one’s leadership. ● They learn to apply the tenets of coaching to support teacher development and the examination of their instructional choices ● Candidates conduct walk-through observations of teachers and students to look for evidence of student learning and engagement.
<p>The program ensures candidates understand pedagogical approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including English learners and students with special needs.</p>	<p><i>The program ensures candidates understand pedagogical approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including English learners and students with special needs.</i></p> <p>Through their examination of and experiences with the needs of underserved student populations, candidates will be able to:</p> <ul style="list-style-type: none"> ● Identify key elements of special education for future administrators ● Help teams develop compliant IEPs and avoid statewide compliance errors ● Understand how to support special education staff (teachers and aides) and families ● Facilitate strong networks of support to promote achievement for all students
<p>Program Standard 5: Role of Schooling in a Democratic Society</p>	
<p>By design, the administrative services preparation program provides each candidate with an opportunity to critically</p>	<p><i>By design, the administrative services preparation program provides each candidate with an opportunity to critically examine the principles of democratic education and the responsibilities of citizenship. This includes the moral imperative to provide all students with the best possible education.</i></p>

<p>examine the principles of democratic education and the responsibilities of citizenship. This includes the moral imperative to provide all students with the best possible education.</p>	<p>Examining the principles of democratic education and the responsibilities of citizenship are central to the PASC program, as these provide a key foundational component for developing a leader’s perspective. Each course in the curriculum contributes to, and builds on, candidates’ understanding of the purpose of schooling in a democratic society.</p> <p>Candidates begin to develop and articulate a shared vision of teaching and learning with diverse constituencies. It is in ED850: Change Leadership in California Education Systems, both in class and field-based activities, that candidates first confront the reality that there are multiple voices in the community requiring administrators to understand and include multiple partners while building consensus and shared vision. In class discussions, assignments, and course activities, candidates engage in ongoing opportunities for discovery and debate. Instructors challenge assumptions, share current educational thinking around equity and access, and challenge candidates to question the effectiveness of traditional practices with today’s student and family diversity. Historical foundations of education, federal and state policy development, and research-based approaches to meeting the needs of all students are part of this course. Candidates read and discuss historical and foundational resources that provide multiple perspectives on the achievement gap. Articles, books and digital media integrating the work of educational reform leaders are integrated to promote informed discussion and debate on the role of schooling in America.</p>
<p>The program prepares each candidate to understand the role of the school in preparing K-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society.</p>	<p><i>The program prepares each candidate to understand the role of the school in preparing K-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society.</i></p> <p>Candidates will be exposed to multiple resources that provide an understanding of the current context of education and related leadership demands. A selection of texts, media, and ensuing discussions provide a foundation for candidates to learn the tenets social justice leadership that will enable them to demonstrate and model appropriate behaviors and attitudes. Discussions and activities include assessing culture, valuing diversity, managing dynamics and differences, adaptations to diversity and building institutional cultural knowledge.</p>

	<p>In addition to engaging PASC candidates in the content outlined in the CAPEs/CACEs, each course in the program focuses on supporting candidate development of receptive and responsive communication using <i>Adaptive Schools</i> and <i>Cognitive Coaching</i> frameworks developed by Robert Garmston and Art Costa.</p>
<p>The program includes opportunities for candidates to learn how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling.</p>	<p><i>The program includes opportunities for candidates to learn how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling.</i></p> <p>Candidates will learn the political, social, and economic background of education, and the historical and philosophical forces giving rise to the institutional practices that limit student academic and social success. Major theories in educational leadership are introduced in this course as well as the relationship between theory and practice in the context of contemporary issues in California. The course focuses on the relationships between federal, state, and local policies and introduces accountability systems for students, staff, and systems. Candidates begin their PERFORMANCE ASSESSMENT PROPOSAL in this course, which help create focus on district/site needs as they review their local context against state/federal accountability and policy.</p> <p>Candidates will also examine the relationship between public schools and governmental entities through a comprehensive analysis of the Elementary Secondary Education Act, the Public Schools Accountability Act, and the development of state content standards, frameworks and approved instructional materials. One of the primary course emphases is to develop an understanding that schooling is to be a standards-based vehicle for the continued unfolding of democracy being provided to all members of the society. Candidates learn about the relationship between the state and local educational agencies.</p>
<p>The program prepares candidates to understand the administrator’s responsibility to develop and nurture public support, family participation, and community engagement.</p>	<p><i>The program prepares candidates to understand the administrator’s responsibility to develop and nurture public support, family participation, and community engagement.</i></p> <p>Candidates are introduced to the laws and codes governing collective bargaining, employee associations, employee supervision and evaluation, civil liability, and constitutional rights. Student behavior management is addressed through the study of positive interventions, racial disparity, due process, and the Pyramid of Interventions. Additionally the class requires candidates to research and understand the importance of public policies ensuring equitable distribution of resources and support for all groups of students. They examine community agencies that are available to support families and learn how public and private agencies work with and in schools. Online research, administrator interviews, and an</p>

	<p>examination of how their school and district establish meaningful partnerships, are part of the work candidates do in this course.</p> <p>As a component of the FIELDWORK REQUIREMENTS, all candidates are required to complete a minimum of five hours in each of the six CAPE Domains. With respect to Domain 6: Community Leadership, candidates gain experience in the areas of family participation and community engagement.</p>
<p>In addition, the program prepares administrators to establish civility through an organizational culture that promotes constructive problem solving, conflict resolution strategies, and application of ethical behaviors.</p>	<p><i>In addition, the program prepares administrators to establish civility through an organizational culture that promotes constructive problem solving, conflict resolution strategies, and application of ethical behaviors.</i></p> <p>In all courses we discuss dispositions that align with our philosophy of seeking first to understand. By incorporating regular reflections, presenting on how to managing stress and maintain high integrity, exposure to and experience with blended coaching, along with other activities that demonstrate a philosophy of empathy and balance, candidates will experience a program that advocates for a healthy organizational culture. Building on that, their experiences in ED854: School Law, Policy and Management, support their understanding of 360 degree evaluations, staff voice and teacher development within an ethical organization.</p>
<p>Category II: Curriculum</p> <p>Program Matrix Must Accompany this Category</p>	
<p>Program Standard 6: Visionary Leadership</p>	
<p>The administrative services preparation program helps the candidate develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a</p>	<p>The completed matrix is sufficient for the program's response to this section of the standards or the program may include additional information in this cell.</p> <p>Candidates develop an actionable vision of teaching and learning that is responsive to the changing context of the California education system by engaging in the following assignments:</p>

<p>given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision.</p>	<ul style="list-style-type: none"> ● Strengths Finder Activity: Using Strengths Based Leadership as a means to examine the CAPEs, candidates will explore the topic of leadership within the context of California educational systems. ● Leadership Vision Plan: Using federal frameworks, the California School Dashboard, the California Healthy Kids Survey, and other relevant data, candidates will conduct a needs analysis to begin formulating their vision for leadership. ● Leadership Dispositions & Approaches: Through an in-depth evaluation of the varied leadership dispositions, candidates examine how these strengths drive success in administration. ● Data Analysis: Candidates will analyze site-specific data by demographic to assess how performance metrics demonstrate potential equity gaps that exist. They will then develop an action plan for involving stakeholders in addressing these potential gaps. ● Staff Development Plan: Part 1, Collaborative Culture Focused on Data: Candidates will review the new and current frameworks to identify common themes and develop a roadmap for addressing the breadth of the California vision. ● Coaching Conversations for Teacher Development ● Learning Observations for Teachers and Students: Learn to look for evidence of student learning and engagement with content and learning environment
<p>The program provides multiple opportunities for each candidate to learn, practice, and reflect on visionary leadership as further defined in the adopted <i>Content Expectations</i> and <i>Performance Expectations</i>.</p>	<p>Programs are required to include the matrix of program coursework (provided at the end of this table), which outlines the inclusion of the Content Expectations and Performance Expectations in the program design.</p> <p>Candidates develop an actionable vision of teaching and learning that is responsive to the changing context of the California education system by engaging in the following assignments:</p> <ul style="list-style-type: none"> ● Strengths Finder Activity: Using Strengths Based Leadership as a means to examine the CAPEs, candidates will explore the topic of leadership within the context of California educational systems. ● Leadership Vision Plan: Using federal frameworks, the California School Dashboard, the California Healthy Kids Survey, and other relevant data, candidates will conduct a needs analysis to begin formulating their vision for leadership. ● Leadership Dispositions & Approaches: Through an in-depth evaluation of the varied leadership dispositions, candidates examine how these strengths drive success in administration.

Program Standard 7: Instructional Leadership

The administrative service preparation program addresses the candidate’s knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and the candidate’s ability to assess classroom instruction and provide focused, constructive feedback to teachers. The program develops candidates’ knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards.

The completed matrix is sufficient for the program's response to this section of the standards or the program may include additional information in this cell.

The **signature assignments** that support a candidate’s developing knowledge of the California content and curriculum standards, as well as research based instructional practices include:

- Staff Development Plan: Part 1, Collaborative Culture Focused on Data: Candidates will review the new and current frameworks to identify common themes and develop a roadmap for addressing the breadth of the California vision.
- Coaching Conversations for Teacher Development: Candidates will learn to utilize blended coaching to support their guiding relationships with their teachers and staff.
- Learning Observations for Teachers and Students: Learn to look for evidence of student learning and engagement with content and learning environment.

The program provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership as further defined in the adopted *Content Expectations* and *Performance Expectations*.

Please see the attached matrix of program coursework and the inclusion of the Content Expectations and Performance Expectations.

The **signature assignments** that provide candidates opportunities to learn, practice, reflect upon instructional leadership are:

- Strengths Finder Activity: Using Strengths Based Leadership as a means to examine the CAPEs, candidates will explore the topic of leadership within the context of California educational systems.

	<ul style="list-style-type: none"> ● Leadership Vision Plan: Using federal frameworks, the California School Dashboard, the California Healthy Kids Survey, and other relevant data, candidates will conduct a needs analysis to begin formulating their vision for leadership ● Staff Development Plan: Part 1, Collaborative Culture Focused on Data: Candidates will review the new and current frameworks to identify common themes and develop a roadmap for addressing the breadth of the California vision. ● Coaching Conversations for Teacher Development: Candidates will learn to utilize blended coaching to support their guiding relationships with their teachers and staff. ● Learning Observations for Teachers and Students: Learn to look for evidence of student learning and engagement with content and learning environment.
Program Standard 8: School Improvement Leadership	
<p>The administrative services preparation program aids the candidate in selecting and using data to identify what is working, diagnosing needs, and identifying opportunities for growth and change. The program develops the candidate's knowledge about how to strategically implement appropriate and effective school improvement theories and strategies. The program increases the candidate's capacity to communicate and lead others in continuous improvement and</p>	<p>The completed matrix is sufficient for the program's response to this section of the standards or the program may include additional information in this cell.</p> <p>By engaging in the following signature assignments, candidates will use data to identify growth opportunities to implement change for school improvement:</p> <ul style="list-style-type: none"> ● Data Analysis: Candidates will analyze site-specific data by demographic to assess how performance metrics demonstrate potential equity gaps that exist. They will then develop an action plan for involving stakeholders in addressing these potential gaps. ● Staff Development Plan: Part 1, Collaborative Culture Focused on Data: Candidates will review the new and current frameworks to identify common themes and develop a roadmap for addressing the breadth of the California vision. ● Coaching Conversations for Teacher Development: Candidates will learn to utilize blended coaching to support their guiding relationships with their teachers and staff. ● Personnel Management: Candidates will learn how to develop cultures of collaboration, facilitate strong networks of support, and foster distributed leadership within an organization

<p>monitoring of these efforts based on student and school outcomes.</p>	
<p>The program provides multiple opportunities for each candidate to learn, practice, and reflect on school improvement leadership as further defined in the adopted <i>Content Expectations</i> and <i>Performance Expectations</i>.</p>	<p>Please see the attached matrix of program coursework and the inclusion of the Content Expectations and Performance Expectations.</p> <p>Candidates will engage in signature assignments that support them in developing and utilizing their knowledge on school improvement leadership. These include:</p> <ul style="list-style-type: none"> ● Data Analysis: Candidates will analyze site-specific data by demographic to assess how performance metrics demonstrate potential equity gaps that exist. They will then develop an action plan for involving stakeholders in addressing these potential gaps. ● Coaching Conversations for Teacher Development: Candidates will learn to utilize blended coaching to support their guiding relationships with their teachers and staff. ● Personnel Management: Candidates will learn how to develop cultures of collaboration, facilitate strong networks of support, and foster distributed leadership within an organization. They'll examine the recruitment, selection, mentoring and evaluation of personnel at all levels of employment. ● Staff Development Plan: Part 1, Collaborative Culture Focused on Data: Candidates will review the new and current frameworks to identify common themes and develop a roadmap for addressing the breadth of the California vision. ● Staff Development Plan: Part 2, Adult Learning Theory: Candidates will apply the principles of Adult Learning Theory, including the autonomy, goal-orientation, relevance-orientation, and collaboration, to a Staff Development Plan that meets the needs of their school sites.
<p>Program Standard 9: Professional Learning and Growth Leadership</p>	
<p>The administrative services preparation program addresses the candidate's ability to model professional growth, framed around principles of adult learning, and identify and facilitate</p>	<p>The completed matrix is sufficient for the program's response to this section of the standards or the program may include additional information in this cell.</p>

<p>focused developmentally appropriate professional growth opportunities to build individual and collective capacity. These capacities include collaborating with others to help achieve the school's vision through professional learning focused on improving teaching and learning.</p>	
<p>The program provides multiple opportunities for each candidate to learn, practice, and reflect on professional growth leadership as further defined in the adopted <i>Content Expectations</i> and <i>Performance Expectations</i>.</p>	<p>Please see the attached matrix of program coursework and the inclusion of the Content Expectations and Performance Expectations.</p> <p>Through their <u>signature assignments</u>, candidates will learn how to apply the tenets of Adult Learning Theory to their staff development planning, employ blended and cognitive coaching frameworks to build individual and collective capacity in their teachers and staff, and use learning observations to help inform choices that achieve a school's vision for quality teaching and learning.</p>
<p>Program Standard 10: Organizational and Systems Leadership</p>	
<p>The administrative services preparation program addresses the candidate's ability to understand, align, effectively manage, and integrate all the organizational structures, processes, and policies of a</p>	<p>The completed matrix is sufficient for the program's response to this section of the standards or the program may include additional information in this cell.</p>

<p>school system that impact the school's ability to achieve its vision and goals. These skills include an understanding of the regulatory and legal contexts involved with the management of human, fiscal and material resources.</p>	
<p>The program provides multiple opportunities for each candidate to learn, practice, and reflect on organizational and systems leadership as further defined in the adopted <i>Content Expectations</i> and <i>Performance Expectations</i>.</p>	<p>Please see the attached matrix of program coursework and the inclusion of the Content Expectations and Performance Expectations.</p> <p>Candidates learn and reflect on organizational and system leadership in a variety of ways including the following signature assignments:</p> <ul style="list-style-type: none"> ➤ Safety Plan: Upon conducting a site walk, candidates work with a Safety Consultant to understand the key components in developing a comprehensive safety plan. ➤ Federal, State and Local Policies: Candidates will evaluate Board Policies and the California Education Code and develop the knowledge and tools to ensure that schools operate within the parameters of federal, state, local laws, policies and regulations.
<p>Program Standard 11: Community Leadership</p>	
<p>The administrative services preparation program addresses the candidate's ability to advocate for the school and to communicate through a variety of media its successes, needs, and challenges with a broad range of audiences, collaborating with parents, the community, and others in</p>	<p>The completed matrix is sufficient for the program's response to this section of the standards or the program may include additional information in this cell.</p>

achieving the school’s vision and goals.	
The program provides multiple opportunities for each candidate to learn, practice, and reflect on community leadership as further defined in the adopted <i>Content Expectations</i> and <i>Performance Expectations</i> .	<p>Please see the attached matrix of program coursework and the inclusion of the Content Expectations and Performance Expectations.</p> <p>Through their signature assignments, candidates demonstrate their growth in the content and performance expectations tied to community leadership. These assignments include:</p> <ul style="list-style-type: none"> ● Attending/Facilitating a DELAC or ELAC meeting as a part of their fieldwork requirements ● Attending/Facilitating a Teacher Induction meeting as a part of their fieldwork requirements ● Attending a Board of Education meeting or Chamber of Commerce meeting
Category III: Field Experiences	
Program Standard 12: Nature of Field Experiences	
In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings.	<p><i>In the administrative services preparation program, candidates participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings.</i></p> <p>The program requires a minimum of 60 hours of fieldwork experience related to the six CAPE/CACE Domains. Additionally, course assignments may require extended field experiences related to a course of study. Each of the courses includes fieldwork activities designed to meet the program and assessment standards. Candidates complete a <u>CAPE SELF-Reflection</u> (updated link) and use this document, along with the <u>FIELDWORK OVERVIEW</u>, in consultation with their fieldwork supervisor to design a fieldwork plan that is focused on their individual needs and interests. Candidates may only log fieldwork hours that are directly connected to face-to-face work with an administrator, or work for which an administrator would be responsible. Examples of such activities are provided to the candidates via the <u>SUGGESTED FIELDWORK ACTIVITIES BY CAPE DOMAIN</u> document. All course instructors and fieldwork supervisors are administrators, are practicing or former site or district administrators, with Clear Administrative Services Credentials. The Program Coordinator focuses all program efforts on the job performance requirements of school administrators.</p>

The Course Instructors and Program Coordinator assist in the identification of potential qualified Fieldwork Supervisors who can provide for high quality experiences for fieldwork placements. Since LVUSD works extensively in schools and has the opportunity to interact with many principals through the Clear Administrative Services Credential Program, we know many effective principals in the area.

During the first class, **ED 850: CHANGE LEADERSHIP IN CALIFORNIA EDUCATIONAL SYSTEMS**, candidates are appointed with a Fieldwork Supervisor who will work with them throughout the fieldwork and **PERFORMANCE ASSESSMENT PROJECT** development.

The PASC program handbook is used to guide the planning of the candidates' 12-month fieldwork activities, which include school site and district office experiences at a combination of two levels at elementary, middle, and/or high school (66% of experiences at one level and 33% at another). The **FIELDWORK OVERVIEW** in the PASC Handbook summarizes the CAPEs, CACEs, and Program Standards, and is used to design both the **PERFORMANCE ASSESSMENT PROJECT** and fieldwork activities related to the core courses.

Fieldwork hours are logged on the **FIELDWORK LOG** through written summaries of each experience and must consist of direct interaction or activity with an administrator or be instructor-assigned experiences. Additionally, each Fieldwork experience must be aligned to a CAPE. In the **FIELDWORK OVERVIEW**, candidates are provided with the expectations for fieldwork, which include a balance of experience across K-12 and a minimum of five hours of experience in each CAPE domain. Additionally, there are required elements within each domain that help reinforce key components that are covered in the coursework. For example, in CAPE Domain 1, a required field experience for candidates involves the opportunity to shadow an administrator and his/her designees in a variety of settings. The candidate is better able to understand and address the major duties and responsibilities authorized by the administrative services credential as a result of shadowing a site administrator. The PASC program requires a substantial portion of the fieldwork experience be conducted in diverse school and district settings. In the event the candidate is currently working in a homogeneous community, the Fieldwork Supervisor assists in the coordination of other observation opportunities in a more diverse setting. The Fieldwork supervisors work to provide all candidates with a diversity of experiences across a diversity of settings.

	<p>Fieldwork supervisors work closely with candidates to support a meaningful fieldwork experience by convening group and individual meetings with candidates where discussion and mentoring can take place.</p> <p>A draft of the PASC Program Handbook can be found <u>HERE</u>.</p>
<p>Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the <i>Performance Expectations</i>.</p>	<p><i>Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the Performance Expectations.</i></p> <p>During the first class, ED 850: CHANGE LEADERSHIP IN CALIFORNIA EDUCATIONAL SYSTEMS, candidates are appointed with a Fieldwork Supervisor who will work with them throughout the fieldwork and <u>PERFORMANCE ASSESSMENT PROJECT</u> development.</p> <p>The PASC Program Handbook is used to guide the planning of the candidates' 12-month fieldwork activities, which include school site and district office experiences at a combination of two levels at elementary, middle, and/or high school (66% of experiences at one level and 33% at another). The <u>FIELDWORK OVERVIEW</u> in the PASC Handbook summarizes the CAPEs, CACEs, and Program Standards, and is used to design both the <u>PERFORMANCE ASSESSMENT PROJECT</u> and fieldwork activities related to the core courses.</p>
<p>Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.</p>	<p><i>Field experiences include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.</i></p> <p>Fieldwork experiences must consist of direct interaction or activity with an administrator or be instructor-assigned experiences. Additionally, each Fieldwork experience must be aligned to a CAPE. In the <u>FIELDWORK OVERVIEW</u>, candidates are provided with the expectations for fieldwork, which include a balance of experience across K-12 and a minimum of five hours of experience in each CAPE domain. Additionally, there are required elements within each domain that help reinforce key components that are covered in the coursework. For example, in CAPE Domain 1, a required field experience for candidates involves the opportunity to shadow an administrator and his/her designees in a variety of settings. The candidate is better able to understand and address the major duties and responsibilities authorized by the administrative services credential as a result of shadowing a site administrator. The PASC program requires a substantial portion of the fieldwork experience be conducted in diverse school and district settings. In the event the candidate is currently working in a homogeneous community, the Fieldwork Supervisor assists</p>

	<p>in the coordination of other observation opportunities in a more diverse setting. The Fieldwork supervisors work to provide all candidates with a diversity of experiences across a diversity of settings.</p> <p>Fieldwork supervisors work closely with candidates to support a meaningful fieldwork experience by convening group and individual meetings with candidates where discussion and mentoring can take place.</p>
<p>Program Standard 13: Guidance, Assistance, and Feedback</p>	
<p>The administrative services preparation program sponsor has an effective system by which the candidate's performance is guided, assisted, and evaluated in each field experience.</p>	<p><i>The administrative services preparation program sponsor has an effective system by which the candidate's performance is guided, assisted, and evaluated in each field experience.</i></p> <p>The LVUSD PASC program relates all candidate learning and experiences to the CAPEs and the CACEs. Each candidate completes a <u>CAPE SELF-Reflection</u> (updated link)_ (pre-, mid-, post-program) to measure their perceived growth and competency on these standards. The Fieldwork Supervisor uses the self-assessment to guide the candidate and tailor support for candidates as they create the fieldwork plan. Guidance and assistance are provided using quarterly field logs that are carefully reviewed by the Fieldwork Supervisor and the Program Coordinator. Fieldwork activities are connected to each CAPE using the <u>FIELDWORK LOG</u>, and documentation for each experience is provided.</p> <p>The <u>PERFORMANCE ASSESSMENT PROJECT</u> must show evidence of mastery of a minimum of 3 CAPES as a significant element in both the completed project and the formal presentation.</p> <p>Candidates upload their coursework to the on-line course environment, <u>NEO-LMS</u>, where instructors assess the work and offer timely, constructive feedback. Candidates are guided to revise and resubmit their work to meet the standard of excellence established by each Course Instructor. Additionally, candidates have the opportunity to use peers to evaluate presentations and work in class.</p> <p>The program handbook summarizes the components of Candidate Competence and Performance for Fieldwork as evidenced in the <u>FIELDWORK OVERVIEW</u>.</p> <p>Assessment in the program is planned and performed in these steps:</p> <ul style="list-style-type: none"> • During the Orientation and first course, candidates are introduced to the PASC Program Handbook, which is used as a program guide and valuable reference. Each candidate is assigned to their Fieldwork Supervisor, and receives brief descriptions of the core courses. This is also the forum in which candidates learn of the formative and summative assessment functions within the LVUSD PASC

	<p>program.</p> <ul style="list-style-type: none"> ● At the conclusion of each course, candidates participate in a scenario-based summative assessment that is designed to measure how well they apply their learning in a way that reflects progress in attaining the CAPE and CACE competencies related to that course. ● At the conclusion of the LVUSD PASC program, candidates experience two levels of summative assessment: <ul style="list-style-type: none"> ○ Candidates deliver a professional multi-media presentation to share their completed <u>PERFORMANCE ASSESSMENT PROJECT</u> with a panel consisting of at least two of their Course Instructors, Fieldwork Supervisor, and the Program Coordinator. The Performance Assessment panel members use the <u>PERFORMANCE ASSESSMENT RUBRIC</u> to evaluate the project and presentation. ○ Candidates submit a <u>PERFORMANCE ASSESSMENT PROJECT</u> to the same panel as above and to their Fieldwork Supervisor. The protocol for assessing the portfolio is in the Program Handbook and includes a <u>PERFORMANCE ASSESSMENT RUBRIC</u>. <p>All rubrics, scoring guides, and protocols are in the Program Handbook, and explained to candidates prior to project development and completion.</p>
<p>In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement.</p>	<p><i>In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate, and timely feedback to the candidate, including constructive suggestions for improvement.</i></p> <p>At all times during the program candidates receive specific and immediate feedback on assignments, fieldwork and classwork. The program is rigorous and maintains high expectations for attainment of competencies, while at the same time providing individual support and ready access to Course Instructors and Fieldwork Supervisors.</p> <p>The written feedback provided to each candidate describes their strengths as accomplishments and their weaknesses in terms of constructive feedback via the <u>NEO-LMS</u> course environment and directly through contact with Course Instructors, the Program Coordinator, and Fieldwork Supervisors. In all cases, written feedback is provided in response to their summative course assessments and given to candidates. This may become an artifact for their reflective portfolio. When constructive feedback entails corrective actions to be taken, a face-to-face meeting is scheduled with the candidate and will involve, as appropriate, LVUSD PASC</p>

	<p>program staff and/or the Administrative Mentor. Participants provide constructive feedback for each other on written work and presentations during face-to-face meetings and through online threaded discussions.</p> <p>The fieldwork experience is formally assessed quarterly by the Fieldwork Supervisor through the use of the <u>FIELDWORK LOG</u> and quarterly fieldwork reflections, however, candidates are in contact with their Fieldwork Supervisor on at least a monthly basis. The Fieldwork Supervisor and Program Coordinator monitor the candidate’s fieldwork progress for quality and completion on a quarterly basis. This formal progress monitoring enables the candidate’s support team to advise, guide, and direct in an individualized manner.</p> <p>At the conclusion of the LVUSD PASC program, candidates experience two levels of summative assessment:</p> <ul style="list-style-type: none"> o Candidates deliver a professional multi-media presentation to share their completed <u>PERFORMANCE ASSESSMENT PROJECT</u> with a panel consisting of at least two of their Course Instructors, Fieldwork Supervisor, and the Program Coordinator. The Performance Assessment panel members use the <u>PERFORMANCE ASSESSMENT RUBRIC</u> to evaluate the project and presentation. <p>Candidates submit a <u>PERFORMANCE ASSESSMENT PORTFOLIO</u> to the same panel as above and to their Fieldwork Supervisor. The protocol for assessing the portfolio is in the Program Handbook and includes a <u>PERFORMANCE ASSESSMENT RUBRIC</u>.</p> <p>All rubrics, scoring guides, and protocols are in the Program Handbook, and explained to candidates prior to project development and completion.</p>
Category IV: Candidate Competence and Performance	
Program Standards 14: Assessment of Candidate Performance	
Prior to recommending each candidate for a Preliminary Administrative Services Credential, the program	<i>Prior to recommending each candidate for a Preliminary Administrative Services Credential, the program determines on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the California Administrator Content</i>

determines on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory knowledge and understanding of the *California Administrator Content Expectations* and satisfactory performance on the full range of *California Administrator Performance Expectations* below.

Expectations and satisfactory performance on the full range of California Administrator Performance Expectations below...

PASC leaders and instructors monitor and document candidate progress throughout the course of the program, including each candidate's in-class contributions, on-line work, Performance Assessment Portfolio Reflections, **FIELDWORK EXPERIENCES**, and progress with the **PERFORMANCE ASSESSMENT** on a quarterly basis. Individual and small group sessions are provided by Fieldwork Supervisors and Course Instructors, which is in addition to regularly scheduled email and online forum communication. All members of the PASC administrative and instructional team are available to meet with candidates whenever necessary.

Multiple summative and formative assessments are in place throughout each course to provide candidates and instructors with evidence of targeted knowledge, skills, attitudes, and competencies.

The design of the LVUSD PASC program is to model the use of assessment as an instructional tool in the delivery of the LVUSD PASC program courses, and in the formative and summative assessment of program candidates. The program handbook outlines the summative assessments that will be used to measure candidate competence and performance. During the first class in the program, candidates learn about the formative and assessment functions of the program, and complete a **CAPE SELF-Reflection** (updated link) to measure their competency on CAPE Domains.

Throughout each course, candidates are given assignments that are graded and commented upon by the Course Instructor. If the candidate needs additional work, the Instructor and Fieldwork Supervisor provide augmented support until an appropriate level of competency is demonstrated. At the conclusion of each course, candidates take a summative course exam that requires the application of course content and standards.

In addition to coursework and online communication, candidates must demonstrate successful completion of the fieldwork experience. The **FIELDWORK EXPERIENCE** is essential to the development of skills associated with effective school administration. The field experience is designed to provide candidates with many opportunities to apply new knowledge and skills within an effective learning environment. Field

	<p>experiences acquaint candidates with a wide range of administrative responsibilities, and provide for the development of leadership and management skills. The support of student learning and achievement is the foundation for all relevant fieldwork experiences.</p> <p>During their fieldwork experience, candidates are expected to develop and demonstrate competencies defined in the CAPEs and CACEs.</p> <p>A <u>FIELDWORK LOG</u> must be maintained by the candidate and monitored by the Fieldwork Supervisor and Administrative Mentor. This record of opportunities and activities serves as documentation of the candidate's fieldwork.</p> <p>At the conclusion of the program, candidates experience two levels of summative performance assessment:</p> <ol style="list-style-type: none"> 1. Candidates deliver a formal, multi-media presentation of their <u>PERFORMANCE ASSESSMENT PROJECT</u> 2. Candidates submit a comprehensive <u>PERFORMANCE ASSESSMENT PORTFOLIO</u> to document development of competencies <p>In addition to the self-assessment on the CAPE Domains, candidates complete pre-, mid-, and post-program, the Course Instructors utilize a standards matrix in each class session to identify learning goals and targets. Each course session specifies the competencies addressed in each CAPE Domains, which increases both explicit instruction and learning.</p> <p>All candidate work is measured with detailed scoring guides and assessment rubrics that are provided at the outset of the program to guide assignments. The LVUSD PASC Program requires a rigorous level of commitment and competence, and recommendation for credentialing is based on a comprehensive foundation of input from the Fieldwork Supervisor, Course Instructors, and the Program Coordinator.</p>
<p>A representative of the program sponsor and at least one field/clinical supervisor provides the verification of</p>	<p><i>A representative of the program sponsor and at least one field/clinical supervisor provides the verification of candidate competence and performance.</i></p> <p>Acting on behalf of the LVUSD Superintendent, the LVUSD Director of Education and Leadership is ultimately responsible for recommending a candidate for the Preliminary Administrative Services</p>

<p>candidate competence and performance.</p>	<p>Credential. This determination is made as a result of careful, detailed analysis of a candidate’s performance and competence, including the input of the Fieldwork Supervisor, and Course Instructors.</p> <p>LVUSD’s Director of Education and Leadership oversees the program and coordinates with the Assistant Superintendent of Business on the fiscal operations. The Credential Program Coordinator’s single responsibility is to oversee the LVUSD Preliminary Administrative Services Credential Program.</p> <p>The Program Coordinator oversees the candidate assessment process. The Course Instructors, Fieldwork Supervisors, and the Program Coordinator comprise an assessment panel that evaluates the two summative products – the <u>PERFORMANCE ASSESSMENT PROJECT</u> and the <u>PERFORMANCE ASSESSMENT PORTFOLIO</u>. The <u>PERFORMANCE ASSESSMENT RUBRIC</u>, performance assessment portfolio and a written recommendation from each member of the assessment panel are submitted to the Program Coordinator for review. This review committee of qualified administrators possesses relevant experience, training, and education to review the written recommendations, assessment rubrics, and reflective portfolio of each candidate.</p>
<p>When available, a Commission-approved Administrator Performance Assessment may be used to satisfy this requirement.</p>	<p>Not applicable at this time.</p>
<p>Satisfactory performance is defined as achieving competence as expected for entry-level administrators.</p>	<p><i>Satisfactory performance is defined as achieving competence as expected for entry-level administrators.</i></p> <p>Satisfactory performance in the LVUSD PASC program is defined as achieving an A or B in all classes, completion of all fieldwork requirements; and the verification of completion of the <u>PERFORMANCE ASSESSMENT PROJECT</u> and <u>PERFORMANCE ASSESSMENT PORTFOLIO</u> by the Program Coordinator after receiving a recommendation from the Performance Assessment Panel.</p>
<p>During the program, candidates are guided and coached on their</p>	<p><i>During the program, candidates are guided and coached on their performance using formative assessment processes.</i></p>

<p>performance using formative assessment processes.</p>	<p>The design of the PASC program is to model the use of assessment as an instructional tool in the delivery of the program courses, and in the formative and summative assessment of candidates. During the program orientation, candidates are provided a program handbook that summarizes the program components and key policies. It is in this forum the candidates learn of the formative and summative assessment functions of the PASC program.</p> <p>The program uses a comprehensive formative assessment system to collect data in a variety of formats and contexts. PASC staff analyzes all assessment data during quarterly staff meetings to identify areas of strength, as well as areas for improvement within the program. Multiple measures, including formative and summative assessments, are utilized to measure each candidate's competency.</p> <p>The program is rigorous and candidates are asked to commit a significant amount of time beyond the face-to-face weekend classes: reading, writing, reflecting and presenting their work. Each candidate engages in comprehensive fieldwork activities as well as the completion of a field-based <u>PERFORMANCE ASSESSMENT PROJECT</u>. Candidates present their portfolio and project to a panel including PASC instructors, their Fieldwork Supervisor, and the PASC Program Coordinator.</p> <p>Formative assessments are used within each course and throughout the program. Examples include: review of portfolio journal reflections and artifacts, the creation of a scenario-based classroom exams, relevant class participation, self-assessments, and classroom assignments. The online course management system, <u>NEO-LMS</u>, enables instructors to provide specific feedback on assignments and activities that are uploaded for review. Candidates are able to ask questions and re-submit assignments to meet proficiency.</p> <p><u>The following are significant assessment measures used in the program:</u></p> <p>During the program, candidates engage in a <u>CAPE SELF-Reflection</u> (updated link) of their competency on each of standards within the six domains. This reflection is conducted 3 times throughout the year (pre-, mid-, and post-term) to allow candidates to become familiar with the standards, reflect on their current practice, and plan for their fieldwork activities. Instructors also use the self-assessment to focus on the highest areas of need within the cohort.</p>
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During the PASC program, candidates develop a **PERFORMANCE ASSESSMENT PORTFOLIO** related to their coursework and fieldwork, which reflects their experiences, professional practice, and self-reflections. Additional components in the portfolio include a professional resume, statement of personal mission, vision, values and/or core beliefs, and a narrative summary of their **PERFORMANCE ASSESSMENT PROJECT**. In addition, the reflective writings include a description of what candidates have learned related to the six CAPE domains as a result of program course activities. The portfolio is designed as a self-assessment tool, as well as a demonstration of individual learning and learning gained from others.

End-of-Course/Semester Assessments

At the end of each course, candidates are asked to complete a final assessment that requires them to synthesize and apply their learning. Assessments are often open-book, performance-based, and involve scenarios that the candidate will experience as a practitioner.

Course Grades

Course instructors assign a traditional letter grade based on candidate performance in class and on assignments. The proficiency level for candidate success is a grade of “A” or “B.” All assignments are graded with the expectation of “Satisfactory” status or revision is required. Instructors provide feedback on how to improve work that does not reflect the level of learning and/or quality expected in the program. Grades include class participation, course assignments, and the end-of-course assessment. As the course is taught, instructors and fieldwork supervisors actively work with candidates to ensure success.

Monitoring program effectiveness and candidate competency is an ongoing process in the PASC program. Course instructors, fieldwork supervisors and the Program Coordinator maintain regular communication through face-to-face meetings, as well as email and phone conversations to share new materials and engage in dialogue surrounding new ideas and knowledge regarding leadership, teaching and learning. These discussions also include progress reports on each candidate’s progress.

Category II: Curriculum

The 2013 Preliminary ASC Program Standards introduce a program based upon content and performance expectations, referred to as the CE and CAPE respectively. The CE define the content that must be addressed in the Preliminary program and the CAPE define the knowledge and skills that must be practiced and assessed during the program. Please develop a program matrix (see next page), indicating where in your program's coursework and fieldwork each expectation will be addressed.

Table One:

1. Across the top of the table enter the courses that the transitioned Preliminary program requires all candidates to complete. Then in each content expectation (CE) row, please indicate if the expectation is addressed in that course.
2. Provide a key that explains the organization of the information included.

Examples of possible keys --

- An uppercase "X" indicates the CE is a primary focus of the course and a lowercase "x" indicates the CE is touched upon in the course OR
- An "." indicates the CE is introduced in the course and an "●" indicates the CE is thoroughly addressed in the course OR
- A number indicating the page number of the syllabi for the specific course where the CE is addressed.

Table Two:

1. Across the top of the table enter the courses the transitioned Preliminary program requires all candidates to complete 2. Then in each performance expectation (CAPE) row, please indicate if the expectation is practiced (P), or assessed (A).

*Note the CE and CAPE cells are color-coded to indicate the category in which they belong.

Category

Visionary Leadership
Instructional Leadership
School Improvement Leadership
Professional Learning and Growth Leadership
Organizational and Systems Leadership
Community Leadership

Your Key

“X” = Primary focus of the course

“x” = Touched on in this course

ED 850: Change Leadership in California Educational Systems

ED 851: Culturally Proficient Leadership

ED 852: Leadership in Curriculum, Instruction, and Assessment

ED 853: Building Professional Capital

ED 854: School Law, Policy, and Management

ED 855: Fieldwork Practicum and Performance Assessment



Table One: The Content Expectations

Course Titles	ED 85 0	ED 85 1	ED 852	ED 853	ED 854	ED 855									
Content Expectation															
CE A-1	X	x		X	x										
CE A-2	X					x									
CE A-3	x	X	x												
CE A-4		X	x												
CE A-5	x	X	x		x										
CE A-6	X	x	x		x										
CE A-7	X		x		x										
CE A-8	X	x	x												
CE A-9	x	X	X	x											
CE A-10	x	X	x	x											
CE A-11	X	x	x		x										

CE A-12		x	X		x											
CE A-13			x	X												
CE A-14		X	x		x											
CE A-15	x				X											
CE A-16				x	X											
CE A-17	x	x		X												
CE A-18					X											
CE A-19				X	x											
CE A-20	x	x	x	X												
CE B-1	X		X													
CE B-2			X		x											
CE B-3			X													
CE B-4			X													
CE B-5			x	X												
CE B-6			X													
CE B-7	x		X	x												
CE B-8				X												
CE B-9	x	x	X	x												
CE B-10			X													
CE B-11			X													
CE B-12			X													
CE B-13			X													
CE B-14			X													
CE B-15			x	x	X											
CE B-16				X												
CE B-17				X												
CE B-18				X												
CE B-19			x	x												
CE B-20				X												
CE B-21				X												

CE B-22		x		X												
CE B-23			X													
CE B-24			X													
CE B-25																
CE B-26					X											
CE B-27					X											
CE B-28	X	x	x	x												
CE B-29	x	x	x	X		x										
CE B-30			X													
CE B-31	x	x	X		x											
CE B-32	x	X	x													
CE C-1	x	x		X												
CE C-2	x	x		X		X										
CE C-3		x	X		x											
CE C-4			x	X		X										
CE C-5				X		x										
CE C-6	x			X												
CE C-7					x											
CE C-8	x	x		X		x										
CE C-9		X	x													
CE D-1				X												
CE D-2		x		X	x											
CE D-3	x	x		X												
CE D-4				X												
CE D-5				X												
CE D-6	x		x	X		x										
CE D-7				X												
CE D-8				X												
CE D-9			X	x												
CE D-10				X												

CE D-11			x		X											
CE E-1	x				X											
CE E-2					X											
CE E-3					X											
CE E-4					X											
CE E-5			x		X											
CE E-6					X											
CE E-7					X											
CE E-8					X											
CE E-9		X	x		x											
CE E-10	x			X		x										
CE E-11	x	x	x	x	X											
CE E-12	x				X											
CE E-13				X												
CE E-14				X												
CE E-15				X	x											
CE E-16				X	x											
CE E-17					X											
CE E-18					X											
CE E-19					X											
CE E-20		x	x		X											
CE E-21					X											
CE E-22			X													
CE E-23					X											
CE E-24					X											
CE E-25		x	X		x											
CE E-26					X											
CE E-27					X											
CE F-1		X	x													
CE F-2				X												

CE F-3		X													
CE F-4		X													
CE F-5	X														
CE F-6				X											
CE F-7				X											
CE F-8				X											
CE F-9	x	x	x	x	x	X									
CE F-10	x	x	x	x	x	X									

Table Two: The Performance Expectations

Course Titles →	ED 850	ED 851	ED 852	ED 853	ED 854	ED 855									
← Performance Expectation															
CAPE 1	P	P	P	P	P	A									
CAPE 2	P	A	P												
CAPE 3	P	A		P											
CAPE 4	P	P		A											
CAPE 5	P		A												
CAPE 6			P	A											
CAPE 7	A	P	P	P	P	P									
CAPE 8	P			A	P										
CAPE 9		A		P	P										
CAPE 10	P			P		A									
CAPE 11		P		A	P										
CAPE 12	P	P	P	A											
CAPE 13	P	P		A	P										
CAPE 14		P	P	A											
CAPE 15	P	P		A											
CAPE 16			A	P	P										
CAPE 17	P	P			A										
CAPE 18	P	P	P	P	A										
CAPE 19	P	P			A										
CAPE 20	P			P	A										

Standards