



**SCHOOL OF EDUCATION AND COUNSELING
PSYCHOLOGY**

EDUCATIONAL LEADERSHIP PROGRAM

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

NEW CANDIDATE HANDBOOK

2017-19

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WELCOME TO SECP's
ADMINISTRATIVE SERVICES PROGRAM

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Dear Administrative Services Credential Candidate,

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

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

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

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

Lastly, mention bulletin here.

You will meet with your advisor and the Administrative Services Program Director to monitor your progress and review and continue to plan your pathway to successful completion.

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

Dr. Francisca Miranda
Associate Dean

THE ADMINISTRATIVE SERVICES CREDENTIAL

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

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

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

To assure preparation for curriculum leadership in the credential/master's candidate coursework, two offerings in curriculum and assessment and evaluation are included in the program.

Department of Education Administrative Services Program

Core Requirements

Completion of four three-unit “core” courses which provide the background for the instructional leadership task

EDUC 360A	Org. Ldrshp & Behavior	(3 units)
EDUC 361	Leadership Instructional	(3 units)
EDUC 363	Governance and Law	(3 units)
EDUC 365	HR Development	(3 units)
EDUC 366	Community Leadership	(3 units)
EDUC 371A	Prg. Interventions & Evals	(3 units)
EDUC 374	Org. Culture & Change	(3 units)
EDUC 428	Financial Management	(3 units)

Field Experience Requirements

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

EDUC 364	Leadership Field Lab	(3 units)
EDUC 370	Comm & Tech Field Lab	(3 units)

Master’s Degree/Instructional Leadership

EDUC 369 or	Action Research	(3 units)
EDUC 490	Education Research Methods	(3 units)
EDUC 367	Contextual Field Lab	(3 units)
EDUC xxx	Elective	(3 units)
EDUC xxx	Elective	(3 units)
EDUC xxx	Elective	(3 units)

**DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES PROGRAM**

Sample Two-Year Course Planning Guide 2017-2019

**Preliminary Administrative Services Credential Program
Masters of Arts in Educational Leadership**

Course #	Course Title	# Units	F 17	W18	S18	SU1 18	SU2 18	F18	W19	S19	SU1 19	SU2 19
EDUC 360A	Organizational Leadership & Behavior	3	x		x			x				
EDUC 361	Instructional Leadership	3		x				x				
EDUC 363	Governance Law	3	x			x		x				
EDUC 364	Leadership Field Lab	3	x						x			
EDUC 365	Human Resources Development	3	x	x	x					x		
EDUC 366	Community Leadership	3		x				x	x			
EDUC 370	Community & Technology Field Lab	3			X				x			
EDUC 371A	Program Interventions & Evaluations	3						x		x		
EDUC 374	Organizational Culture & Change	3			x				x			
EDUC 428	Financial Management	3			x				x			

This schedule is subject to modification as necessary.

Courses below are required for the Master of Arts degree

Course #	Course Title	# Units	F17	W18	S18	SU18	SU218	F18	W19	S19	SU119	SU219
EDUC 369	Financial Management	3		x	x					x		
EDUC 490	Human Resource Management	3	x									
EDUC 367	Leadership Concepts	3		x		x				x		
EDUC 429	Leadership Perspectives	3		x		x						
EDUC 359	Special Topics in Education	3							x	x		



SANTA CLARA UNIVERSITY SCHOOL OF
EDUCATION & COUNSELING PSYCHOLOGY

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

Educational Leadership Program Plan M.A. + Administrative Credential

Candidate: _____ Email: _____

SCU ID# _____ Catholic Leadership: _____

Required courses for Administrative Preliminary Credential

Course	Title	Units	Qtr. Plan	Qtr. Comp.	Course Number & University (Transfer form required for approval)
EDUC 360A	Org. Leadership & Behavior	3			Acceptable SCU Substitutions ▼
EDUC 361	Instructional Leadership	3			
EDUC 363	Governance and Law	3			
EDUC 364	Leadership Field Lab	3			
EDUC 365	Human Resource Development	3			
EDUC 366	Community Leadership	3			
EDUC 370	Community & Technology Field Lab	3			
EDUC 371A	Program Interventions & Evaluations	3			Acceptable SCU Substitutions ▼
EDUC 374	Organizational Culture & Change	3			
EDUC 428	Financial Management	3			
	Total PASC Units	30			

Additional Requirements for MA

Choose One	EDUC 369: Action Research OR EDUC 490: Education Research Methods	3			
EDUC 367	Contextual Field Lab	3			
EDUC xxx	Elective	3			
EDUC xxx	Elective	3			
EDUC xxx	Elective	3			
	Total Units	45			

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

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

The undersigned approve the above proposed Program Plan:

Credential Candidate: _____ Date _____

Academic Advisor: _____ Date _____

Date LZ.7.17

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

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

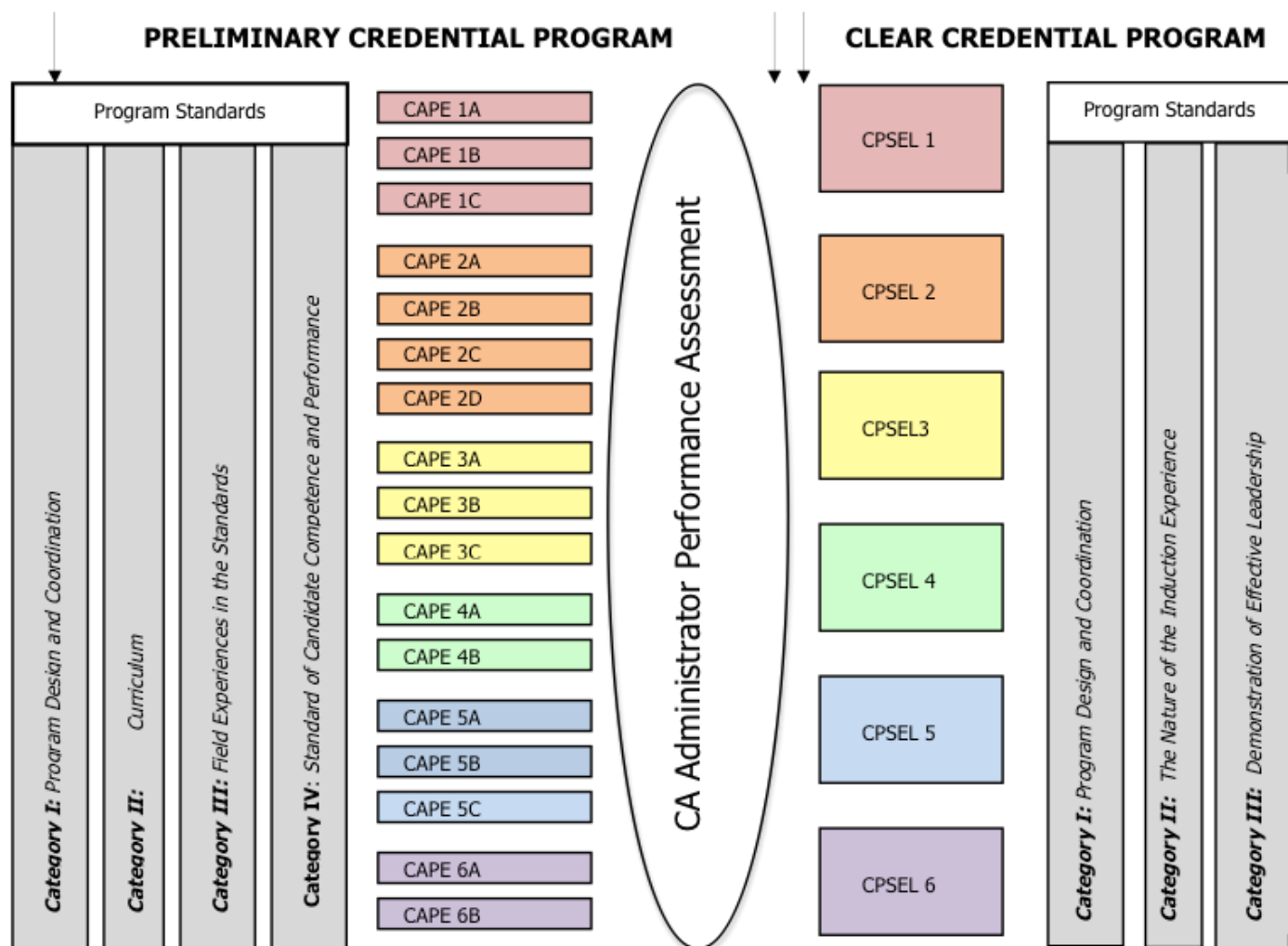
CPSEL have been a part of the California's education leader preparation continuum since 2001, becoming an integral part of administrator preparation programs and the assessment of administrator candidates. In 2004, the CPSEL were adopted as part of the standards-based program for the Administrative Services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

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

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

² California Department of Education. *Greatness by Design* (2011) Sacramento, CA: Retrieved from <http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>

Figure 3: Standards and Performance Measures for the ASC Credentials



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

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



California Administrator Performance Expectations (CAPEs)

~The Tier I Preliminary Administrative Credential Foundation~

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

- CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals
- CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community
- CAPE 3: Leading by Example to Promote Implementation of the Vision
- CAPE 4: Sharing Leadership with Others in the School Community

Category B: Instructional Leadership (CACEs B1–B32)

- CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction
- CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth
- CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors
- CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals

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

- CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan
- CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement
- CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan
- CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

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

- CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth
- CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities
- CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

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

- CAPE 16: Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning
- CAPE 17: Developing, Implementing, and Monitoring and Monitoring the School's Budget
- CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

Category F: Community Leadership (CACEs F1–F10)

- CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public
- CAPE 20: Involving the Community in Helping Achieve the School's Vision and Goals

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

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

Name on SCU Records _____

SCU email _____

Mailing address _____ City _____ Zip _____

Contact phone number _____

Home address _____

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

Address _____

Phone Number _____

Your title-What do you lead or administer? _____

Other responsibilities? _____

Project Supervisor's name _____

Supervisor's phone number _____

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

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

Student Signature _____

Supervisors Signature _____ Comments _____

Date of Approval _____

Date of Completion _____

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

CAPSEL

CAPE

