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1. Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare competent, reflective and compassionate professionals who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:
• Make student learning our central focus
• Engage continuously in reflective and scholarly practice
• Value diversity.
• Become leaders who model ethical conduct and a commitment to social justice.
• Seek collaboration with others in reaching these goals.

2. Course Descriptions

These three graduate courses form an integrated body of a two-year study and support of candidates who wish to obtain a “clear” induction administrative credential to work in California schools. These three courses are treated as one set of courses to introduce and develop students to gain competence in the concepts, skills and specific tools by which to effectively and pragmatically lead schools as organizations, with the primary focus on developing and demonstrating competence in each of the six California Professional Standards for Educational Leaders (CPSEL). These courses must total at least 14 units. The individual nature of the course structure supports those in public standard schools, public charter schools, and private schools, both those with a religious focus and those that are public, secular (not religious) schools.

These courses have been revised to meet the current California standards for school administrators. Based on prior state standards with some revisions by the state recently, these new standards primarily focus on the six California Professional Standards for Educational Leaders (CPSEL). Please see the required reading list for more detailed information about the CPSEL.

Often course assignments are designed so that each student can use his/her own past, present or future school organization as the focus for the content of most assignments. Many assignments expect students to reflect and think about how to practically use their learning in these courses.

The three courses have a sequence, but depending on individual needs, students may take the three courses out of the normal sequence, and for whatever amount of credits is appropriate to reflect the work and learning of the student, as determined collaboratively between the student and the student’s coach.

3. Course Objectives

By the end of this two-year sequence of courses, the student will be able to demonstrate satisfactory competency in the six areas of the California Professional Standards for Educational Leaders (CPSEL) and achieve other goals created in collaboration with the candidate’s coach in this program.

By the end of the first year, the student shall be able to demonstrate competencies in at least three of the CPSEL areas, as demonstrated by the artifacts of the student’s work filed in Digication portal of Santa Clara University (SCU).
By the end of the second year, the student shall be able to demonstrate competencies in the other three CPSEL areas, as demonstrated by the artifacts of the student’s work filed in Digication portal of SCU.

By the end of the two-year program, the student work filed in Digication and as presented by the student to a panel of SCU Educational Leadership panel of faculty, will demonstrate that the student has satisfactory competence in each of the six areas of the CPSEL.

California Professional Standards for Educational Leaders (CAPSEL)

1. **Develop and implement shared vision**
   a. Develop a student-centered vision.
   b. Develop a shared vision.
   c. Plan and implement the vision.

2. **Instructional leadership**
   a. Lead to create a professional learning culture.
   b. Lead the creation and implementation of the curriculum and instruction appropriate for the students.
   c. Lead the assessment and accountability necessary to affect the instructional goals for students.

3. **Management and learning environment**
   a. Create and facilitate the needed operations and facilities for students to achieve.
   b. Lead/facilitate the creation of the plans and procedures for students to achieve.
   c. Lead/facilitate the climate needed for students and staff to fulfill their potential.

4. **Family and community engagement**
   a. Engage appropriate parent and family to cause student achievement.
   b. Engage appropriate community partnerships to help the school's student achievement.
   c. Obtain community resources and services to best help achieve the school objectives.

5. **Ethics and integrity**
   a. Reflect on one's practice to best help fulfill the student's potential to successfully lead.
   b. Make ethical decisions and help others make ethical decisions.
   c. Act ethically.
6. **External context and policy**
   
a. Understand and communicate policy
   
b. Exert appropriate professional influence on those outside of the school organization.
   
c. Engage in the policy of the school organization those who are outside of the immediate school organization.

4. **Texts and Readings**

**Required texts and materials**
4. Training and Educational Leader Self-Assessment (TELSA): a tool for systematically determining the development needs of training and educational leaders. Reproduced with permission from Martin, Danzig, Wright, Flanary, and Brown, School Leader, Copyright 2012, Routledge. [www.routledge.com](http://www.routledge.com) (handout provided in the course)
5. The Interstate School Leadership Licensure Consortium Policy Standards (ISLLC), a self-assessment instrument for measuring knowledge and experience in each of the National Policy Standards: ISLLC, [www.routledge.com](http://www.routledge.com), 2012. (Handout provided in the course)
6. Dispositions Assessment form (handout provided in the course)
7. CPSEL Self-assessment form (handout provided in the course)
8. Action Planning (handouts provided in the course)
9. Strategic Planning (handouts provided in the course)

**Recommended texts** (Useful, but optional; no requirement to purchase.)
- *How To Make Meetings Work!;* M. Doyle & D. Straus; publisher: Jove Books, Berkeley, CA; ($1 hardbound (h)/ $11 paperback (p) [HTM]
- *A Framework for Ethical Decision Making;* Markkula Center, Santa Clara University, CA, 2009; available online: [Framework for Ethical Decision Making](http://www.routledge.com)
- *The Seven Habits of Effective People;* S. Covey; Free Press, 1989.
5. Course Requirements, Expectations, Support and Summary Assignments

An Individual Induction Plan (IIP) guides the actual content of these three courses, and the IIP is amended in collaboration between the student (AKA, candidate) and the coach as needed during the two-year program. This IIP is first created in collaboration between the candidate and coach and based on four initial program activities.

1. The candidate completes a self-assessment of his/her competence on each of the six CPSEL areas. The coach will provide the form for this self-assessment.
2. The candidate completes at least two other self-assessments, choosing in collaboration with the coach among several possible self-assessment instruments the coach provides the candidate. The coach and candidate collaboratively discuss the collective results of these self-assessments as one major way of determining appropriate initial goals for the candidate’s IIP during the two-year program.
3. The candidate shares with the coach the candidate’s own perceptions of his/her strengths and areas the candidate wants to strengthen. Often, these are influenced by the career aspirations, short and long term, that the candidate has.
4. The candidate’s workplace supervisor typically would have annual performance goals for the candidate to accomplish and may have recommendations regarding what the candidate does quite well and what the candidate should consider strengthening, given the candidate’s current work position and what career aspirations the candidate has. The supervisor’s suggestions would be informed by the CPSEL document provided by the coach.

After the coach and candidate collaborate about the results of these initial assessments and recommendations, the candidate, in collaboration with the coach, writes the initial goals for the IIP. The candidate develops a brief action plan for each major leadership performance goal. That action plan would show the major activities the candidate would accomplish, about when, in order to achieve each goal. The IIP is a living document, which means it can be amended during the two-year program, according to the needs of the candidates and availability of resources that would help the candidate achieve the goals in the IIP.
This set of courses largely consists of individual coach-candidate meetings on a regular basis. A minimum of 40 hours of such meetings occurs each school year. A typical pattern consists of two ninety-minute, face-to-face meetings/month of the school year and two additional, meetings each month, about thirty minutes, each by phone or audio-visual communications. The coach documents these meetings, their length and general topics discussed in the Big Time software record kept by Santa Clara University (SCU).

Opportunities for focused professional development are encouraged to be developed by the candidate in collaboration and agreement with the coach and may also be recommended to the candidate, based on the IIP goals and interests of the candidate, but especially in light of how those opportunities would support the candidate achieving competence of the CPSEL. Such opportunities may be offered by an educational organization, such as the candidate’s or coach’s organization.

A log detailing at least 20 hours of professional development activities that were determined ahead of time as appropriate in collaboration with the coach, and accomplished by the candidate each year shall be filed in SCU’s Digication. A brief reflection paper about one or more of the major professional development activities would be included in this filing.

A log detailing a pattern of collaborative activity by the candidate each year shall be completed and filed in Digication. Each such activity should be discussed with the coach in a collaborative way to determine the appropriateness of entering that activity in the required log. The appropriateness would be determined by the degree to which that activity would help the candidate achieve the goals of the IIP. There is not a precise number of hours expected to be entered on this log, simply enough entries to demonstrate a consistent pattern of the candidate collaborating with others to accomplish the candidate’s job duties and/or the IIP goals.

Ongoing reflection is expected of the candidate, and those reflections, sometimes guided by questions or ideas from the coach during the normal coach-candidate meetings, are a significant part of the individual coaching meetings. For the formal record, at least two reflection papers will be required, as outlined by the coach, for the candidate to write and file in Digication. There will be at least one brief (250 words) document/paper per year that the candidate would write describing the candidate’s reflections about the work in these courses at the end of each of the two years of this program of courses. These reflection papers are filed in Digication.

As determined by the coach, a few additional, brief reflection papers may be assigned as a follow up to one or more of the significant professional development opportunities that involved the candidate each year.

At the end of the two year program, the candidate’s Digication portfolio should include all of the above described written work, and self-explanatory artifacts and products of work by the candidate that would clearly demonstrate that the candidate is competent in each of the six CPSEL areas. The filings in Digication, presented by the candidate at the end of the
two year program to a panel of the SCU Educational Leadership faculty, would determine whether the candidate is recommended to the State of California to receive a clear administrative services credential.

**Typical of Sequence of Activities During the Three California Clear Administrative Services Clear Credential (CASC) Courses**

**CASC Courses**

The three CASC courses follow, usually in this sequence.

1. 400a, Induction, Planning and Monitoring (usually 2-3 units for each time this course is taken)
2. 400b, Assessment and Portfolio demonstrating competence of CPSEL (usually 2-3 units for each time this course is taken.)
3. 407, Field Activities/Contributions (usually 3-5 units for each time this course is taken, and up to 8 units if appropriate)

**400 a: initial quarter/s (planning and monitoring)**

1. Complete Initial CASC Program Plan that lists which CASC courses will be completed during which quarter, with how many units, and using the contents of this checklist, which items in this checklist would be completed in association with each CASC course. The format of the Initial CASC Program Plan would be modeled after the traditional program plans used for current M.A. programs in education and/or the preliminary administrative credential program.

2. The candidate completes at least three initial self-assessments regarding the competencies of the candidate, relative to each CPSEL and relative to any other significant professional growth needs of the candidate. The candidate collaborates with the coach about the results of these self-assessments. Self-assessment instruments available to use include these.
   a. Self-assessment of competence of each CPSEL area, with a rubric.
   b. Training and Educational Leader Self-Assessment (TELSA).
   d. Dispositions Assessment.
   e. List of “Typical Needs of Beginning Administrators In an Educational Organization.”

4. The candidate consults with candidate’s supervisor regarding appropriate initial goals, including those from the initial assessments, any recommendations from the candidate’s supervisor, and recommendations from the coach. In collaboration with the coach, the candidate drafts the initial leadership performance goals for the Individual Induction Plan (IIP). After review and possible suggestions for amendments, the IIP is signed by the candidate, coach, and where appropriate, the
candidate's supervisor/designee.

5. The candidate in collaboration with the coach writes a brief action plan by which 1-2 major leadership goals in the IIP will be accomplished. This action plan identifies a few major activities through which the goal will be accomplished. The action plan includes a few key dates by when those major activities will occur. The goals may cover more than one year.

6. The SCU coach conducts coaching activities, at least forty-hours/academic year. These hours are focused on these topics: 1) What the candidate determines are the most helpful topics for that meeting, 2) suggestions and questions from the coach about what would be useful to the candidate's professional growth and success on the job, 3) what activities would help the successful progress of the candidate toward meeting the ultimate outcomes required in this two-year program, especially about what will need to be filed in Digication to demonstrate the candidate has successfully fulfilled the requirements of this program. The SCU coach documents the number of hours each year that accumulate to at least 40 hours minimum/year of direct coaching with candidate, along with a few notes about the topics covered during each coaching meeting. The SCU coach files that documentation with SCU, using the SCU Big Time software.

7. The coach introduces the candidate to the SCU log form that will be used by the candidate to verify s/he has completed 20-30 hours/year professional growth opportunities, guided by the IPP and the documented pattern of collaborative activity by the candidate. (See below for more detail about “Required Professional Growth” component of this two-year program.

**Grade points for 400a: Total of 400 points.**

100 Completion of initial self-assessments
100 Completion of reflections about self-assessments
100 Completion of writing the initial IPP goals and appropriate action plans
100 Completion of discussion and reflections during the coaching meetings of this first quarter.

400 a: second quarter (planning and monitoring)

1. IIP plan continues to be implemented, amended as appropriate.

2. Coach and candidate continue to conduct the coaching meetings, per a mutually agreed upon schedule. Coach continues to document the time spent and the topics covered in Big Time.
3. Candidate develops the artifacts that will demonstrate the candidate's competence in the CPSEL areas.

4. Coach and candidate monitor progress by the candidate toward accomplishing the required 20-30 hours of professional growth opportunities/year.

5. Candidate and coach review the IIP, especially the IIP goals, and determine whether amendments would be appropriate, either in the goals or in the activities to achieve those goals. These reviews include:
   a. Evidence provided by the candidate about mastery of the CPSELs (See portfolio).
   b. Other sources that would be helpful to the candidate's professional growth, as considered helpful and agreed upon by coach, candidate and supervisor of candidate.
   c. A brief review by the candidate's supervisor in regard to the candidate's progress and possible suggestions for future professional growth of the candidate.

6. Although not required, the candidate may conduct a 180-360 degree feedback process, with support from the coach and advice from the candidate's supervisor.

Grade points for 400a, second quarter: Total of 400 points.

100 Activities toward implementation of action plan/s to achieve IPP goals
100 Participation in the coaching-candidate coach meetings, demonstrating reflections and congruent actions.
100 Evidence or competence in at least one additional CPSEL.
50 Satisfactory progress in achieving professional growth activities
50 Satisfactory progress in establishing collaboration activities as a habit of leadership.

400 b: third quarter (assessment and portfolio)

1. Conduct and document a formative assessment toward the candidate's mastery of CPSELs. Review the results from the initial assessments as appropriate, but alternate assessments may be used if the coach believes that more appropriate in consultation with the candidate. Candidate documents in the SCU portfolio his/her partial or full mastery of any of the CPSELs.

2. Review progress by the candidate toward accomplishing the required 20-30 hours of professional growth opportunities, guided by the IIP.

3. Conduct coaching activities as usual.
4. Review IPP, especially the IPP goals and determine whether amendments would be appropriate, either in the goals or in the activities to achieve those goals. Consider the following.
   a. Evidence provided by the candidate about mastery of the CPSELS (See portfolio).
   b. Other sources, as considered helpful by coach, candidate.
   c. Candidate is encouraged to consult with the candidate’s supervisor regarding the IPP goals and activities helpful to the candidate’s professional development.

5. Candidate documents in the SCU portfolio his/her partial or full mastery of any three of the six areas of the CPSEL, the log of professional development, the log of collaborative activities, and the reflection papers the candidate has written.

6. Candidate in collaboration with the coach writes a brief action plan by which 1-2 more major leadership goal in the IIP will be accomplished. This plan identifies a few major activities through which the goal can be accomplished. The Action Plan includes the key few dates by when those major activities will occur. The goals should be able to be completed by the end of the second year of the program and focused on one of the IIP goals, including as needed and appropriate, obtaining competency of any areas of the CPSEL.

**Grade points for 400b: 900 points.**

- 500 Evidence posted in Digication of competence in at least three CPSEL areas
- 100 Activities toward implementation of action plan/s to achieve IPP goals
- 100 Achievement of 20-30 hours of professional development reflected in the log of professional development.
- 100 Participation in the coaching-candidate coach meetings, demonstrating reflections and congruent actions
- 50 Satisfactory progress in achieving evidence of collaborative activities as a habit of professional leadership.
- 50 Satisfactory formative assessment documented in Digication.

**400 b: fourth quarter (assessment and portfolio)**

1. Review the mid-program formative assessment toward the candidate’s competence of CPSEL. Review the results from the initial assessments as appropriate. Candidate documents in the SCU portfolio in Digication evidence about his/her competence of any of the CPSELS.

2. Review progress by the candidate toward accomplishing the required 20-30 hours of professional growth opportunities, guided by the IIP.

3. Conduct coaching activities as usual.
4. Assess progress toward achieving the performance goals in the IPP and determine whether amendments would be appropriate, either in the goals or in the activities to achieve those goals. Consider the following.
   a. Evidence provided by the candidate about mastery of the CPSELS (See portfolio).
   b. Other sources, as considered helpful and agreed upon by the candidate and the coach, including the supervisor as appropriate.
   c. It is recommended, but not required that the candidate briefly review with the candidates supervisor what the candidate has achieved and plans to achieve by the end of the two-year program. It is recommended but not required that the candidate ask the supervisor for recommendations about areas of strength and areas to strengthen in regard to the CPSEL areas and in regard to the job duties of the candidate.

5. Although not required, the candidate may conduct a 180-360 degree feedback process.

**Grade points for 400b, 4th quarter: 300 points.**

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<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>100</td>
<td>Activities toward implementation of action plan/s to achieve IPP goals</td>
</tr>
<tr>
<td>100</td>
<td>Participation in the coaching-candidate coach meetings, demonstrating reflections and congruent actions.</td>
</tr>
<tr>
<td>50</td>
<td>Satisfactory progress in achieving 5-10 hours of professional development reflected in the log of professional development.</td>
</tr>
<tr>
<td>50</td>
<td>Satisfactory progress in achieving evidence of collaborative activities as a habit of professional leadership.</td>
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</tbody>
</table>

**407: fifth quarter (field activities/contributions)**

1. Conduct and document a formative assessment toward the candidate's mastery of CPSEL. Review the results from the initial assessments as appropriate, but alternate assessments may be used if the coach believes that more appropriate in consultation with the candidate. Candidate documents in Digitation his/her partial or full mastery of any more of the CPSEL.

2. Review progress by the candidate toward accomplishing the required 20-30 hours of professional growth opportunities, guided by the IIP.

3. Conduct coaching activities as usual.

4. Review IIP, especially the IPP goals, and determine whether amendments would be appropriate, either in the goals or in the activities to achieve those goals. Consider the following.
a. Evidence provided by the candidate about mastery of the CPSELs (See portfolio).
b. Other sources, as considered helpful and agreed upon by coach, candidate and/or supervisor of candidate. It is recommended, but not required that the candidate briefly review with the candidates supervisor what the candidate has achieved and plans to achieve by the end of the two-year program.
c. As appropriate, the candidate ask the supervisor for confirmation and recommendations about areas of strength and areas to strengthen in regard to the CPSEL areas and in regard to the job duty performances of the candidate.
d. It is suggested but not required that the candidate’s mastery of all the six CPSEL areas be accomplished and documented in the SCU portfolio by the end of this course.

Grade points for 400b, fifth quarter: 900 points.

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<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>500</td>
<td>Evidence posted in Digication of competence in at least four CPSEL areas.</td>
</tr>
<tr>
<td>100</td>
<td>Activities toward implementation of action plan/s to achieve IPP goals</td>
</tr>
<tr>
<td>100</td>
<td>Achievement of 10-15 hours of professional development reflected in the log of professional development.</td>
</tr>
<tr>
<td>100</td>
<td>Participation in the coaching-candidate coach meetings, demonstrating reflections and congruent actions</td>
</tr>
<tr>
<td>50</td>
<td>Satisfactory progress in achieving evidence of collaborative activities as a habit of professional leadership.</td>
</tr>
<tr>
<td>50</td>
<td>Satisfactory informal, formative assessment reviewed with coach.</td>
</tr>
</tbody>
</table>

407: sixth quarter, typically the concluding quarter (field activities/contributions)

1. Conduct coaching activities as usual, assessing whether or not additional coaching sessions should occur in order to meet the required minimum of 40 hours of annual coaching. SCU coach documents the number of hours/quarter course to contribute toward the 40 hours minimum/year of direct coaching with candidate. The SCU coach files that documentation with SCU, from 2013-current year, using the SCU Big Time software.

2. Review progress by the candidate toward accomplishing the required 20-30 hours of professional growth opportunities, guided by the IIP.

3. Verification by the employer that this candidate has demonstrated mastery of the six CPSELs.

4. Verification by the coach that the candidate has completed 20-30 hours/year professional growth opportunities, guided by the IPP.
5. Candidate documents in Digication the self-explanatory evidence (e.g., documents, artifacts) that when presented to a panel by the candidate clearly demonstrates that the candidate has competence in at least one element of each of the six CPSEL areas. Examples of what would be filed in Digication by the end of the two-year program:
   a. IIP.
   b. Documents and artifacts that demonstrate the candidate’s mastery of at least one element in each of the 6 CPSEL areas.
   c. Brief reflection papers based on: the initial self-assessment, the first year of the program, the second year of the program, one major professional growth activity for each of the two years of the program, and others as required by the coach in a collaboration with the candidate.
   d. A log of professional growth activity each year showing the candidate’s work to support achievement of the IIP goals and/or competence of one or more areas of the CPSEL.
   e. A log of collaborative activity each year showing the candidate’s activity with others that would support the candidate’s achievement of the IIP goals and/or competence of one or more areas of CPSEL.
   f. Verification by employer, as appropriate, that at least twice a year during this two-year program, the candidate has collaborated with the supervisor and sought suggestions from the supervisor about the content of the IIP its goals, and the candidate’s work to achieve those goals.

**Grade points for 400b, sixth quarter: 950 points.**

- Evidence posted in Digication of competence in six CPSEL areas. 500 points
- Activities toward implementation of action plan/s that achieve IPP goals 100 points
- Achievement of 20-30 hours of professional development reflected in the log of professional development and filed in Digication. 100 points
- Participation in the coaching-candidate coach meetings, demonstrating reflections and congruent actions 100 points
- Satisfactory evidence in achieving evidence of collaborative activities as a habit of professional leadership, as demonstrated in the log filed in Digication. 50 points
- Satisfactory summative written assessments of the following: 1) the degree of achievement of competence in the six areas of CPSEL; 2) the achievements accomplished during the second year of activity in the CPSEL program; 3) the affect on the candidate’s leadership capabilities of the professional growth during the second year of the program; 4) the affect on the candidate’s growth of the collaborative activities involving the candidate during the second year of the program; 5) the future professional growth goals of the candidate, based on his/her summative self-assessments. 100 points

**Required Professional Development Component: Two Logs**

1. In addition to the coaching associated activities, 20-30 hours of additional, focused professional development activity is required. That activity is determined by the
candidate in collaboration with the coach. To qualify as part of these 20-30 hours, the candidate must complete a brief log of those activities during each year of the program, and ensure that each professional development activity directly supports the achievement of either an IIP goal or support in gaining competence in one or more of the CPSEL areas. At the end of each year of this two-year program, the candidate files that log of professional activities in Digication. Such professional development activities encompass a variety of possibilities, including but not limited to these:

a. Special projects pertinent to workplace of candidate  
b. Workshops  
c. On-line modules  
d. Independent study work, such as readings accompanied by reflection papers/alternative assessments.  
e. Webinars accompanied by reflection papers/alternative assessment.  
f. Conference sessions with specified focus accompanied by reflection papers/alternative assessments.  
g. You tubes with reflection papers/alternative assessment

2. A professional engages in a habit of collaborating with others, including with peers. This two-year program requires the candidate, in collaboration with the coach, document the candidate’s collaborative involvement with those who would help the candidate achieve an IIP goal and/or develop competence in one or more of the CASEL areas. These collaborative activities may include a broad array of possibilities, including but not limited to: program coordination with others, collaboration with others about employment duties of the candidate at the workplace, collaborative workshops with each candidate presenting major learnings to other CASC candidates, administrative decision making meetings, meetings of teachers facilitated by the candidate, specific collaborative outreaches by candidate to other administrators to assist the candidate in efficiently learning IIP performance goals, and workshops characterized by a significant amount of time collaborating with others.

Appendix Contents

1. Brief summary of CASC program, from CTC (pg. 22)  
2. Similarities of CASC with the “Learning To Teach System” – the teaching credential programs, from CTC (p.9)  
3. “The Learning to Lead System,” an overview of the administration credential programs, from CTC (p.10)  
4. “Standards and Performance Measures for the (administrative services credentials) ASC”, from CTC (p.12)  
5. Sample of an Individualized Induction Plan set of leadership performance goals  
6. Sample of some artifacts and documents demonstrating a candidate’s competence of one area of CPSEL.  
7. Sample of a reflection paper from the initial set of self-assessments.  
10. Sample log of 20-30 hours/year of additional professional growth/development
11. Sample log for collaborative activities.
12. Sample form for Program contract for candidate-organization
13. Sample form for Program agreement between organization and candidate’s employer
14. Pre-requisites to enter clear credential (induction) program

Requirements for written work

1. Use APA as the standard style manual for academic papers. Use Google if you are not familiar with APA standard style requirements: APA Writing Format - How to Write Academic Papers in APA. Excerpts from that format: one-inch margins on each side of the paper and Times New Roman, 12-point font. Footnotes for electronic sources must be very specific, including functioning links embedded in the student’s submitted work.
2. Adhere to formal grammar conventions and correct spelling. (Advice: Be sure to use spell check.) Note: SCU provides free writing assistance.
3. For all prose documents, use WORD for all submissions.
4. Written work may be screened for plagiarism by commercial software. Please adhere to the standards of integrity when submitting your work. For more detail, see the section below titled, “Academic Integrity.”

Academic Integrity

As in all institutions of higher learning, academic ethics is an important part of the Santa Clara University ethos. Santa Clara University is committed to a pursuit of truth and knowledge that requires both personal honesty and intellectual integrity as fundamental to teaching, learning, scholarship, and service. Therefore, all members of the University community are expected to be honest in their academic endeavors, whether they are working independently or collaboratively, especially by distinguishing clearly between their own original work and ideas, and those of others, whether published or not.

Engaging in any form of academic dishonesty, such as plagiarism (representing the work or ideas of others as one’s own without giving proper acknowledgment), cheating (e.g., copying the work of another person, falsifying data, sabotaging the work of others), and other acts generally understood to be dishonest by faculty or students in an academic context subjects a student to disciplinary action.

At Santa Clara University, if a student is guilty of a dishonest act in an examination, course paper, or other required work for a course, or assists others in such act, that student is subject to disciplinary action. The student will receive a grade of “F” for this course and may be dismissed from the University. Students who violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution face similar disciplinary action.

Support for Written Assignments

Any students who are experiencing difficulty meeting this course’s expectations for
written work can receive support at SCU’s Writing Center, called “The HUB.” The Writing Center is located in Room 22 of the Benson Center. Drop-in tutoring is available Sundays–Thursdays from 3:00 p.m. to 11:00 p.m. Some of the writing tutors at The HUB have experience and/or specialized training in working with non-native English speakers. Please see the Writing Center website at http://www.scu.edu/provost/writingcenter/ for more information.

Support for Reading, Research and Beyond

Please avail yourself of the incredible resources offered to you in the Santa Clara University Library. The Learning Commons Building and Help Desk are staffed from early in the morning until late in the evening, making it possible for working professionals to access services. Additionally, there is 24/7 online help from live librarians via the webpage (under “Contact Us,” click “Ask A Librarian,” and then “Chat with a Librarian.”)
http://www.scu.edu/library/

Accommodations for a Disability

The Santa Clara University values all learners. Should you have a disability needing accommodations, please contact Disability Resources at 408-554-4109 (voice) or 408-554-5445 (TDD).

Sexual Harassment and Discrimination (Title IX)

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife/about/osl.cfm and click on the link for the University’s Gender-Based Discrimination and Sexual Misconduct Policy or contact the University’s EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethics point: www.ethicspoint.com or http://stage-www.scu.edu/hr/quick-links/ethics-point/
Example of Submission to CASC Portfolio Demonstrating Competence of a CPSEL Area

**Standard 2**: Instructional Leadership – Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.

Goal: Develop a series of professional development opportunities for staff to gain a greater understanding of the students we serve including: student services, cultural competency and strategies to support at risk students.

Action Plan:

<table>
<thead>
<tr>
<th>OBJECTIVE (1-2 objectives)</th>
<th>ACTIVITIES TO ACHIEVE OBJECTIVE</th>
<th>TIMELINE/DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop our teachers’ understanding of the context of at-risk students.</td>
<td>PD #1: Overview of student services data including: attendance, suspensions/expulsions, and students in transition. Introduction to on-campus and community partnership resources in order to support students. Begin conversation about cultural competency training</td>
<td>1st staff meeting September 2016</td>
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<td></td>
<td>PD #2: In Collaboration with socio emotional counselors, present a professional development opportunity to our staff, focused on skill development of addressing the needs of at risk students. PD #3 Provide cultural competency training for our staff through the use of experts (names).</td>
<td>2nd and 3rd staff meeting Spring Semester 2017</td>
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</tbody>
</table>

Example of Submission to CASC Portfolio to Demonstrate Competence of a CPSEL Area

**Standard 3**: Management and Learning Environment – Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Goal: The school will develop a comprehensive safety/emergency plan by the end of the academic year.

Action Plan:

<table>
<thead>
<tr>
<th>OBJECTIVE (1-2 objectives)</th>
<th>ACTIVITIES TO ACHIEVE OBJECTIVE</th>
<th>TIMELINE/DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure all classrooms have basic safety tools.</td>
<td>Safety tool inventory in all classrooms: evacuation maps, go through classroom safety backpacks. Make sure they have all necessary items and discard any expired items. Initial meeting of the school administrative team with a lead representative (name) from (name of the organization) that specializes</td>
<td>11/20/16</td>
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<td>12/14/16</td>
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<td>in school safety. Goal: identify specific areas of focus for the entire school.</td>
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<tr>
<td><strong>Collaborate with various stakeholders on the development of a comprehensive safety plan.</strong></td>
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</tbody>
</table>
| Recruit staff members, students and parents for Safety Committee. Plan a series of meetings with admin team/Campus SRO (name of officers) and campus security personnel (list names) to delegate tasks to complete comprehensive plan.  
Schedule follow up meeting with the school safety organization’s lead representative (name) to review progress and request feedback.  
Complete comprehensive safety plan. Present draft of safety plan at School Site Council meeting, student leadership meeting and at staff meeting. As needed, amend draft to finalize it, and re-present to same bodies. |
| 1/09/17 |
| 3/20/17 |
| 4/10/17-4/12/17 |
### Typical Needs of Beginning Administrators
#### In an Educational Organization

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Will need to learn</th>
<th>Know some; need to learn more</th>
<th>Fully competent</th>
<th>Exemplify ability in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain the laws related to students in a school context.</td>
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<tr>
<td>2</td>
<td>Explain the laws related to employees in the candidate’s educational organization.</td>
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<td>Explain the policies and procedures of the candidate's employer.</td>
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<td>3</td>
<td>Explain the contract provisions between the candidate’s employer and employee groups (e.g., contracts as a result of collective bargaining).</td>
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<td>4</td>
<td>Explain effective problem-solving strategies, including how to assess problems.</td>
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<td>5</td>
<td>Conduct effective meetings.</td>
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<td>Evaluate employees.</td>
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<tr>
<td>6</td>
<td>Listen effectively to others, including apprehending their feelings and their non-verbal communication cues.</td>
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