



Sonoma County Office of Education
North Coast School of Education

Preliminary Administrative Services Credential Program Handbook





Accredited Credential Programs

District Intern/Preliminary Program

- Administrative Services Credential
- Designated Subjects Adult Education (AE)
- Designated Subjects Career Technical Education (CTE)
- Education Specialist Intern (SPED) [*Mild/Moderate (M/M) and Moderate/Severe (M/S)*]
- Multiple Subject Intern (MS)
- Single Subject Intern (SS)

Clear Credential Programs

- Administrative Services Credential
- Designated Subjects Adult Education (AE)
- Designated Subjects Career Technical Education (CTE)
- Education Specialist (SPED) [*all subject areas*]
- General Education (GE) [*Multiple Subjects (MS) and Single Subjects (SS)*]

Sonoma County Office of Education

North Coast School of Education
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Welcome to the North Coast School of Education



From the Superintendent of Schools Steven Herrington, Ph.D.

On behalf of the Sonoma County Office of Education, I would like to welcome you to the Preliminary Administrative Services Credential Program.

One of the most rewarding and challenging positions in education is that of a school administrator. Research has shown again and again that strong leadership at schools, in districts and in county offices is vital in providing a high-quality education for our students. Sonoma County continues to excel and lead the state of California as one of the most highly innovative and effective educational systems in the state. This is achieved through decades of dedicated and visionary leaders in Sonoma County.

The high quality of Sonoma County leaders is renowned, and instructors for this program have been recruited and hand selected based upon many important criteria. I am proud to have our outstanding district superintendents, assistant superintendents and other high level administrators lead you through your administrative credential journey. Participating Mentors were recommended by their district level administration based upon their expertise and successful service. I am confident you will learn from those most respected in their particular fields.

Congratulations to you for choosing to make public education the best it can be. Sonoma County and I look forward to you becoming an educational leader that will serve with distinction. Once again, I wish you success in your future endeavors.

*The real role of leadership is climate control,
creating a climate of possibility.*

- Ken Robinson

*If your actions inspire others to dream more,
learn more, do more and become more,
you are a leader.*

- John Quincey Adams



From the NCSOE Superintendent Jason Lea

On behalf of the North Coast School of Education, I would like to welcome you to the Preliminary Administrative Service Credential Program.

By choosing to become a school administrator you have decided to take your passion for education to another level. Administrators wear many hats on a daily basis, none more critical than an instructional leader. Schools with strong academic programs, seeing success for all students, are led by strong administrators. The tricky part of the job is keeping all aspects of the role in balance. The best part of being an administrator is that every day is different and with each day comes a new challenge, a new relationship, and new learning. As we all work together our goal is to make sure we provide students with structured learning opportunities to prepare them to be leaders who are prepared to effectively work in educational communities which provide the best opportunities for all students to be college and career ready.

Administrators of Sonoma County and the surrounding regions of Northern California bring a wealth of rich and diverse experiences from which you will learn, grow, and gain insight. As a NCSOE PASC participant, you will be supported by the highly experienced faculty and online Mentors who have been recommended by their professional colleagues based on their expertise and successful service of thousands of students at all grade levels. Their diverse experience will provide students with a variety of perspectives to help you develop your leadership path. With NCSOE's PASC program guidance, you will build your unique style and vision for leadership as you continue your work making a difference in the lives of the students you serve in California's educational system.

Congratulations and I wish you the best in the coming year. We look forward to getting to know you and being elbow partners as you work through the program.

North Coast School of Education's Vision

The vision of the North Coast School of Education is to build and support relationships, equity and student success. Through a mission of fostering empathy and equity among strong, creative and connected educators, NCSOE provides personalized, professional learning and training that supports an ongoing cycle of reflection and inquiry.



We strive to make a difference for all students by modeling and practicing respect for the ongoing learning required to build equitable school communities and a just and civil society for all. Our goal is to develop a workforce of teachers and leaders who engage in research-based educational practices, understand the importance of preparing students for college and career readiness, and who possess 21st-century skills to develop and implement innovative methods and ideas in California classrooms, schools and districts.

Preliminary Administrative Services Credential Program (PASC) Overview

NCSOE's Preliminary Administrative Services Credential Program (PASC) is designed to prepare exemplary administrators by building each student's capacity to be an outstanding instructional, visionary, and courageous leader.

PASC students participate in a one-year program that consists of:

- Support and Guidance from a Faculty Advisor and District Advisor
- 168 hours of face-to-face instruction (24 Saturdays / 7 hours each class)
- 20 hours of guided, synchronous work in a small, online learning seminar
- Course-specific fieldwork performed between each Saturday class
- An End-of-Year Project that consists of extensive fieldwork and satisfies requirements of the [California Administrator Performance Assessment \(Cal APA\)](#)

The combined program commitment equals approximately 235 hours. Students who successfully complete the program are eligible to be recommended for a certificate of eligibility or a Preliminary Administrative Services Credential through the California Commission on Teacher Credentialing (CCTC).

Admissions Requirements

To be eligible to apply for the PASC, prospective students must:

- Possess a valid California teaching or services credential
- Have a minimum of 5 years full-time experience in their credential area prior to completing the program
- Satisfy CTC's Basic Skills requirements (i.e. CBEST, CSET, etc.). ([CTC Leaflet cl1667](#))

Applicants to the PASC program must submit an application packet that includes:

- Completed application packet
- A Leadership Statement
- Resume
- Copy of Transcripts (Unofficial)
- Copy of California Teaching Credential and/or Service Credential
- Basic Skills Requirement Verification

See NCSOE website for details about the recruitment timeline.

Apply PASC Coursework Towards Earning Your Master's Degree

NCSOE's partner universities offer PASC students the opportunity to apply program coursework towards earning a Master's Degree. Visit the [NCSOE website](#) or contact the NCSOE regional office (707) 524-2818 for more information.

Program Content

NCSOE's Preliminary Administrative Services Credential Program (PASC) is composed of interconnected components that are designed to move students between theory and practice. All components function as parts of an integrated system to seamlessly support the objectives of each course and the program as a whole. The program is designed to support students in demonstrating increased ability to apply knowledge and skills to situations and show the capacity and dispositions for administrative leadership.

CA Professional Standards
for Educational Leaders
(CPSEL)
Content and Performance
Expectations (CAPE)

- ◆ District Advisor & Faculty Mentor
- ◆ Saturday Courses
- ◆ Leadership Project
- ◆ Professional Portfolio & Reflective Journal
- ◆ Online PLCs with Principal Coaches
- ◆ Course Related Fieldwork

Saturday Courses

PASC Courses

- EDA 630 Equity and Education
- EDA 631 Development & Implementation of a Shared Vision
- EDA 632 Instructional Leadership
- EDA 633 Organizational & Systems Leadership
- EDA 634 Working with Diverse Families & Communities
- EDA 635 Professional Growth and Personal Ethics
- EDA 636 Political, Social and Legal Understanding

Students are required to participate in face-to-face coursework that is grounded in the [California Administrator Content Expectations](#) and [California Administrator Performance Expectations](#). These standards form the foundation of the program and prepare students to meet the [California Professional Standards for Educational Leaders \(CPSEL\)](#) during Administrator Induction. Each course is two to four days in length, for a total of 24 days.

Students keep a reflective journal and compile a professional portfolio as they progress through the coursework. Students are expected to make meaningful personal connections between leadership theory and practice. Reflective journals

are used to synthesize and apply learning and record growth. Journals are not collected or evaluated, but students are encouraged to use the contents to talk about their learning when they meet with their Faculty Advisor.

Online Learning Seminars

The Online Learning Seminars are virtual groups facilitated through an online platform, such as Zoom, that meet four to five times per course for 75-90 minutes, equating to 20 hours. They offer opportunities to challenge students to engage in leadership dialogue and activities.

At the beginning of each of the seven courses, students are assigned to an Online Learning Seminar made up of other PASC students and a Mentor who is a practicing, or recently retired, administrator/principal. The seminars grapple with leadership challenges in the form of scenarios that relate to the CAPE and CE for the current course. Students have access to material prior to their time together and are expected to prepare their thoughts in advance. In some cases they may also be asked to read a short article or watch a video clip in preparation.

The Mentors reinforce strategies and concepts learned in the Saturday courses. During the seminars, the Mentor challenges students to “think as an administrator” and apply their knowledge and skills to solve problems.



Course Descriptions

EDA 630: Equity and Education

This course provides an examination of equity in public education and an evaluation of the impact bias has on perceptions and views of educators.

EDA 631: Development and Implementation of a Shared Vision

The course provides an opportunity for the candidate to learn to facilitate the development, articulation, implementation, collaboration, and stewardship of a vision of teaching and learning that is shared and supported by the school community.

EDA 632: Instructional Leadership

This course provides an opportunity to learn how to ensure the management of the organization, operations, and resources for a safe, efficient, and effective learning environment. The course includes the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community.

EDA 633 Organizational & Systems Leadership

This course provides an opportunity to learn how to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state-adopted academic content standards, frameworks, and instructional materials, as well as assessment and accountability systems.

EDA 634: Working with Diverse Families and Communities

This course provides an opportunity to learn how to work effectively with families, caregivers, and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. In this regard, the program offers an opportunity for PASC students to examine and evaluate their attitudes toward people of different races, cultures, socio-economic status and ethnic backgrounds, and treat them with fairness and respect.

EDA 635: Professional Growth and Personal Ethics

This course provides an opportunity to examine, practice, and model a personal code of ethics, including protecting the rights and confidentiality of students, staff, and families. Additionally, this course provides an opportunity to practice professional leadership capacity involving stakeholders, such as leadership teams, unions, and other organizations, and fosters their skills in shared decision-making, problem solving, and conflict management. This course also provides an opportunity to examine site and district responsibilities with regard to students with special needs. The course develops each PASC student's ability to effectively act as a spokesperson for the school to the extended school community with multiple opportunities to model personal and professional ethics, integrity, justice, and fairness and receive feedback from the course Instructor and peers; reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others; and develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities.

EDA 636: Political, Social and Legal Understanding

This course provides an opportunity to learn about political, societal, economic, legal, and cultural influences on schools. By augmenting the PASC student's knowledge of these interconnections, the program develops the ability to understand, respond to, and influence the larger political, social, economic, legal, and cultural context of schools and leadership. The course content should provide opportunities to practice both team leadership and team membership so that the PASC student can effectively generate and participate in communication with key decision-makers in the school community. By engaging in coursework and fieldwork that provide opportunities to both lead and work collaboratively, the PASC student will learn how to view himself or herself as a leader and as a member of a team.

End-of-Course Summary Essays

Students complete a 5-to-7 page summary essay at the end of each course to demonstrate understanding of the performance and supporting content expectations.

Each end-of-course summary essay should follow [APA format](#) (12-point font; Times Roman, Courier, or Arial font; double-spaced; one-inch margins). In each essay, students will (1) summarize their understanding of the course, specifically explaining how their learning prepares them for the Performance Expectations, and (2) apply their understanding to a fictitious setting/scenario (provided by Instructor) that requires competent leadership. Each essay should include references to course content, articles, texts, Online Learning Seminars, etc.

The essays will be reviewed by the Instructor and evaluated for demonstration of competency. Papers are graded Met/Not Met. Students who receive a Not Met will be required to submit a revised paper.

Formative Assessment

Formative assessments guide each student's growth towards proficiency. Each course has embedded activities, presentations, projects, and writing that demonstrate the student's understanding of key concepts and their acquisition of skills. These activities are monitored by course Instructors. Students write a summary essay (5-7 pages) at the end of each course in which they demonstrate understanding of the performance expectations and the supporting content expectations, by describing how they would implement these in a fictitious setting. Online facilitators review these summaries, looking for additional evidence of satisfactory knowledge, understanding and indicators of their ability to meet performance expectations. Through self-reflections and peer input, the End-of-Year Project serves as another opportunity for feedback and growth.

Late Assignments

To be eligible to submit a late assignment for full credit, the student must make a written request to the NCSOE Superintendent. Late assignments submitted without prior approval will be marked down 1 point per day late.

CalAPA

At its September 2013 meeting, the CTC amended the requirements for earning a Preliminary Administrative Services Credential to include passage of an administrator performance assessment, the [California Administrator Performance Assessment \(CalAPA\)](#).

The CalAPA consists of 3 cycles:

- **Cycle 1** - Analyzing Data to Inform School Improvement and Promote Equity
- **Cycle 2** - Facilitating Communities of Practice
- **Cycle 3** - Supporting Teacher Growth

Within each cycle, the student will investigate, plan, act, and reflect on an identified problem of practice. Students will be provided with information and guidance to complete each cycle.

Beginning 2019-2020, students must pass each cycle in order to be recommended for their Preliminary Administrative Services Credential. Taking the CalAPA is the responsibility of the student.

Course Specific and CalAPA Fieldwork

Course Specific Fieldwork - Each course is designed with accompanying fieldwork assignments that help students extend and apply their learning to the real world of school administration. Fieldwork assignments are listed in the syllabi and include shadowing and interviewing active administrators, attending school/district meetings or events, examining school/district specific data and documents, and observing and critiquing instruction. Fieldwork may also be aligned with and support preparing the student to complete different steps within a cycle of the CalAPA. Fieldwork is completed by each student, and artifacts or reflections are brought to class to be shared and discussed in light of the course concepts.

CalAPA Fieldwork - PASC students also have an extensive fieldwork assignment in the form of the End-of-Year Project. The purpose of the Project is to require students to apply theoretical learning to practice over an extended period of time. In the fall, each student begins by researching issues and talking to their site, district, or other local administrators about problems or needs that might form the basis of a year-long project or study in which the student can take a leadership role - this activity will prepare the student for completing the CalAPA.

District Advisors and Faculty Advisors

One of the strengths of NCSOE's PASC Program is the coordinated professional guidance that comes from Instructors, Faculty Advisors, District Advisors and Online Learning Seminar Mentors. NCSOE's PASC provides support and coaching to students throughout the year.

District Advisors – District Advisors are selected by each student for their expertise related to the student's Project. District Advisors provide access to leadership opportunities at the site or district and support the student throughout their project implementation. The District Advisor also supports the student in their course specific fieldwork by offering access to district documents, suggesting contacts for further information, and generally helping with information needed to complete the fieldwork.

Faculty Advisors - The program will assign a Faculty Advisor. Advisors will support 6-8 students throughout the year and will meet with them at least 6 times, following the conclusion of each course. Meetings may be individual or small group and are a time to check on progress and review student's professional portfolios. Faculty Advisors also have discussions around the student's learning and experiences and may suggest areas for further development or advise students on preparing for administrative openings.

Completion of Program Requirements

To successfully complete PASC, students are expected to:

- Attend orientation and all Saturday classes, and successfully complete all fieldwork and end-of-course summary essays
- Actively participate in all online Learning Seminars and successfully complete reflections
- Pass all cycles of the CalAPA.

Overall Grades

Students receive a Met/Not Met grade for all coursework (e.g., fieldwork activities, online final statements, and end-of-course papers).

Credential Process

After verification of successful completion of all program requirements by staff, there are two credential options.

Option 1: If you have received an offer of employment for an administrative position, and you provide proof of the employment offer, the staff will work with you and Human Resources to submit your application for a Preliminary Administrative Service Credential.

Option 2: If successful completion of the program requirements has been done and you do not have an administrative position you will be eligible for a Certificate of Eligibility, which does not expire and you can use as you seek employment as a school administrator.

Program Policies and Procedures

Accommodations Policy

Students with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the student must provide SCOE's Human Resources with documentation that describes the specific disability (i.e., psychologist, physician, or educational diagnostician). Students with disabilities should contact the NCSOE Superintendent to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made.

Acts of Dishonesty

Students are expected to demonstrate honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, falsification of records or documents, personal misrepresentations, theft, and evasion of NCSOE Preliminary Administrative Services Credential Program financial obligations will not be tolerated.

Attendance Policy

Regular attendance is required for successful program completion and recommendation for a Preliminary Administrative Credential. Attendance is critical for successful personal and collaborative learning. Instructor facilitation, presentations, group activities, and discussions are essential parts of the educational experience for each class and cannot be duplicated in make-up work. Therefore, students must attend all meetings of the class from 8:30 a.m. to 4:00 p.m. Prompt attendance will have a direct impact on learning, performance and grades.

When absolutely necessary, students who miss a class session will be given make-up assignments to compensate for the missed hours of instruction. Make-up assignments will not be given prior to the scheduled class date and are due before the next scheduled class begins. In the case of an emergency, please contact the course instructor to explain the nature of the emergency, to obtain any resources from the class, and to prepare your make-up assignment. Students who miss more than 50% of a course will need to take/retake the course the following year. Their credential recommendation will be postponed until the course has been completed and the Student will be responsible for taking and passing all cycles of the CalAPA.

Online Learning Seminars attendance is equally important. Students who miss an online chat session must make this work up through their Seminar Mentor.

Business Office Procedures

Refunds will only be given for those courses not attended (e.g., attending at least one class in a course prevents eligibility for a refund). Program deposit of \$500 is non-refundable.

Students who are not able to participate in a particular course due to personal or family illness, maternity or paternity leave, death in the immediate family, relocation due to job transfer, or other family or personal crisis that prevents them from successfully participating in the program, may receive credit for participation in a future class with a different cohort. It is the responsibility of the student to communicate with the NCSOE Superintendent if an issue is preventing him/her from completing course assignments or attending classes.

District Support Policy

Districts provide support by identifying students for participation, supporting their participation, guiding the fieldwork experiences, and arranging time for the District Advisors and students to meet.

The NCSOE Superintendent and Instructors work throughout the program to ensure that there is a match between course requirements and field experience.

Emergency Procedures

All students are required to complete an emergency procedure form and submit it to the NCSOE Superintendent on orientation day.

Evaluation-Feedback on Program Components

Surveys are administered to students, faculty, and participating districts to collect data on program quality and effectiveness. Students are required to complete evaluations. The evaluation forms and surveys are reviewed by NCSOE staff and compiled results are shared with the Program Advisory Team. Based upon student feedback, revisions and updates will be made accordingly.

Grievance and Appeals Process

Should a student question program prerequisites and/or requirements, participation hours, special needs provision, discrimination policy, program extension request rationale, satisfactory progress requirements, and/or denial of Preliminary Administrative Services credential, a meeting will be held with the NCSOE Superintendent and the concern put in writing. The NCSOE Superintendent will review concerns and discuss them with involved students, including the program student and the representative of the participating district. Following discussion and review of the concern, a final decision will be made regarding the grievance.

Probation Policy

In addition to attending assigned class sessions, students are expected to complete all fieldwork assignments, Online Learning Seminar work, and end-of-course essays for each course. If a student has not met program requirements at the conclusion of the second course, the NCSOE Superintendent will schedule a meeting with the student to review the expectations of the program and place the student on probation. At the conclusion of the third course, a review of the student's progress will be evaluated and probation will be lifted or the student will be asked to withdraw from the program.

Student Support Policy

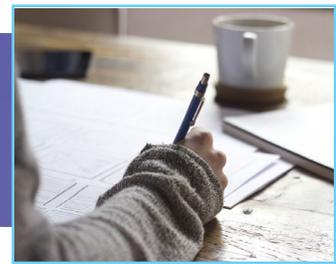
Students identified as needing support will:

- Participate in an individualized assistance meeting with their Faculty Advisor, to develop an individualized assistance plan and timeline for completion.
- Receive focused monitoring by the Instructors, Faculty Advisor, and/or the NCSOE Director.
- Rewrite end of course essays to show additional evidence of meeting standards.

If online Mentors have concerns about an individual participant, they will discuss their concerns with the student and also share them with the course instructor and the Regional Director. The team will then define ways to increase support and learning opportunities for the student.

Textbooks and Kindle Policy

Students will receive either a set of books or Kindle readers with electronic textbooks pre-loaded onto the device prior to the start of the program. Textbooks that are not available in electronic format will be provided in book format. Students are expected to bring their Kindles and/or traditional textbooks, to each class.



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