



CASC
Admin Keys



Administrator **D**evelopment,
Mediating Individualized
Needs with **K**nowledge and
Experiences, for **Y**our **S**uccess
(ADMIN KEYS)

Program Handbook



Steve M. Tietjen, Ed.D. | County Superintendent of Schools

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CASC-ADMIN KEYS Program

Contact Information

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<p style="text-align: center;"><i>MAILING ADDRESS</i> Merced County Office of Education ADMIN KEYS Program 632 W. 13th Street Merced, CA 95341-5908</p> <p style="text-align: center;"><i>LOCATION</i> 1715 Canal Street, 3rd Floor Merced CA, 95340</p> <p style="text-align: center;"><i>HOURS</i> Monday through Friday 7:30am-12:00pm and 1:00pm-4:30pm Closed Holidays</p>	

Purpose

The Merced County Office of Education (MCOE) **Administrator Development, Mediating Individualized Needs with Knowledge and Experiences, for Your Success (ADMIN KEYS)** Program is dedicated to the development of high quality leaders who provide rigorous educational programs for all students.

The program delivers an interconnected and comprehensive curriculum, which integrates face-to-face professional development sessions, field experiences, cohort professional learning communities, and integrates a blended learning model through the use of technology. The curriculum is based on the 2014 revised California Professional Standards for Educational Leaders (CPSEL) and is designed for candidates to demonstrate the ability to meet or exceed each of the standards as outlined in the candidate self-assessment.

CASC-ADMIN KEYS Mission Statement

The Merced County Office of Education's Professional Clear Administrative Services Credential Program's mission is to provide a coaching based and data-informed induction process for administrators, based on the California Professional Standards for Educational Leaders that informs continuous improvement for individuals and for the Merced County Office of Education.

MCOE Mission Statement

The mission of the Merced County Office of Education, as the educational leader of the Central Valley and trusted community partner, is to transform education and inspire personal, social, and academic achievement of students through collaborative partnerships, accountable leadership and innovative, high quality programs and services.

Educational Services Program Mission Statement

Merced County Office of Education's Educational Services Department is committed to providing leadership and instructional services to Merced County districts that ensure quality teaching and learning and accelerate achievement for all students.

CASC Authorization

A Professional CASC authorizes the holder to provide the following school services in grades 12 and below, including preschool, and in classes organized primarily for adults:

- Develop, coordinate, and assess instructional programs
 - Evaluate certificated and classified personnel
 - Provide students' discipline
 - Provide certificated and classified employees discipline
 - Supervise certificated and classified personnel
 - Manage school site, district, or county level fiscal services
 - Recruit, employ, and assign certificated and classified personnel
 - Develop, coordinate, and supervise student support services

The term of the clear credential may not exceed five calendar years and may be limited to expire with the prerequisite credential (see Terms and Definitions). The clear credential is renewable online.

California Professional Standards for Educational Leaders (CPSEL)

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED

VISION *Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.*

Element 1A: Student-Centered Vision

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Element 1B: Developing Shared Vision

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Element 1C: Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes, using the shared vision and goals.

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.

Element 2A: Professional Learning Culture

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Element 2B: Curriculum and Instruction

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes. Element 2C: Assessment and Accountability

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner. Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element 4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Element 4B: Community Partnerships

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career. **Element 4C: Community Resources and Services**

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

STANDARD 5: ETHICS AND INTEGRITY

*Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity, and hold staff to the same standard. **Element 5A: Reflective Practice***

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Element 5B: Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

Element 5C: Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

STANDARD 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career. **Element 6C: Policy Engagement**

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

CASC-ADMIN KEYS Program Overview

Admission Requirements

Candidates are granted admission to the MCOE CASC-ADMIN KEYS Program if they fulfill and provide the following requirements:

- A completed Enrollment Form.
- Verification of Employment, or offer of employment, in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status.
- Verification of valid California Preliminary Administrative Services Credential (See Terms and Definitions).
- Candidate provides his/her social security number for purposes of verification. • Letter of Commitment.

Completion of the Program

Requirements to prove candidate competence necessary to merit recommendation for the CASC-ADMIN KEYS Program include:

- Multiple measures to evaluate the candidate's performance on the CPSEL. These measures include antidotal records, coach recommendations, self-assessments with reflections, and portfolio evidence.
- A final self-assessment conducted prior to exiting the program.
- The expectation that all candidates will, at a minimum, meet standard practice on all components of the CPSEL.
 - Each candidate will present their portfolio to a panel of experts prior to exiting the program. The panel of experts will calibrate the review of the portfolio and the oral presentation utilizing an Exit Portfolio rubric and oral presentation rubric. • Each candidate submits verification from the district of 2 years experience in a full time position.

Description and Performance Expectations

Candidates enrolled in the MCOE CASC-ADMIN KEYS Program will be enrolled for two consecutive years. The candidates will demonstrate progress over the course of the program to develop an exit portfolio. Candidates will use Google Docs to organize evidence related to each CPSEL. The exit portfolio will include:

- Initial, mid and final California Professional Standards for Educational Leaders (CPSEL) Self-Evaluation assessment*.
- Individualized Learning Plan (ILP).
- A minimum of one piece of evidence per goal as evidence of achievement tied to the CPSEL.
- Six CSPEL Attainment and Reflection (CAR) forms to demonstrate competency for each CSPEL area of focus.

- Professional Development Log, which includes attendance information and a reflection on what was learned.
- Coaching Log which includes hours and overview of coaching sessions including which standards and elements the session focused on.
- End of Year Reflections.
- Complete work individually and honestly**.

*A self-assessment will be conducted upon applying to program, in the middle of year one, and end of year two to not only determine possible revisions to the Individualized Learning Plan but to also show growth.

**Cheating or professional misconduct are grounds for removal from the program.

Evaluation of the Program

Twice a year the CASC-ADMIN KEYS Program staff collects informal as well as formal data and feedback from all participants. This data and feedback informs the staff and all stakeholders about program quality and effectiveness.

All program evaluation results, formal and informal, form the basis for improvements in program design and implementation. Reflection is a key established component in all of the program work and forms the basis for ongoing improvement of the credential program.

The program collects data and feedback in the following ways:

- The CASC-ADMIN KEYS Program conducts a mid-year survey every winter with results by early spring to inform and improve coach practice and professional development for both our coaches and credential candidates. Program staff reports analysis of the mid-year survey to the Advisory Council.
- The CASC-ADMIN KEYS Program collects feedback at Coach Training, Candidate Professional Development, or any other professional development sessions provided by the staff.
- Coaches receive feedback and data from their candidate as part of the mid-year survey.
- The CASC-ADMIN KEYS staff collects informal data through conversations with coaches and candidates.
- A summative program evaluation is shared with the Advisory Council at the end of each school year that shows the results of all surveys and the Advisory Council uses the data to recommend program modifications and adjustments.
- As issues arise, the CASC-ADMIN KEYS Program staff will use both informal and formal feedback to make necessary changes (e.g. changing coach, participating candidate partnerships).

Exit Portfolio/Portfolio Guidelines

The candidates will demonstrate progress over the course of the program by developing an exit portfolio. The exit portfolio will include:

- Initial CPSEL Self-Evaluation

- Individualized Learning Plan
 - One piece of evidence per goal to document evidence of competency related to the CPSEL element/area of focus.
 - A reflection around growth and achievement of each goal with evidence.
- Professional Learning Log, which includes attendance information and a reflection on what was learned.
- Coaching Log which includes the hours, a brief reflection and what CPSEL the coaching session was related to.
 - Yearly self-assessments.
 - End of Year reflection.

Each candidate will be required to present their exit portfolio and summarize their learning as it relates to the CPSEL to a panel of experts prior to exiting the program. The panel of experts will score the presentation according to the program Demonstration of Competency Rubric.

Incomplete Course Work

Requirements to prove candidate competence necessary to merit recommendation for the Clear Administrative Services Credential include:

- Multiple measures used to evaluate the candidate's performance on the CPSEL. These measures include antidotal records, coach recommendations, self assessments with reflections, and portfolio evidence.
- A final self-assessment conducted prior to exiting the program.
- That all candidates will, at a minimum, meet standard practice on all components of the CPSEL.
- Each candidate defends their portfolio to a panel of experts prior to exiting the program. The panel of experts will calibrate the review of the portfolio and the oral defense through job specific rubrics, which are aligned to the CPSEL.

Should a candidate not meet the above requirements in the allotted two years, they will be required to file for an extension. Each year required beyond the initial two years will require a payment of \$3,500 (per year). Any and all costs associated with an extension will be the responsibility of the administrator.

Individualized Learning Plan (ILP)

The process for creating and implementing an Individualized Learning Plan is: • Candidates and Coaches will develop and complete an Individualized Learning Plan (ILP) by using information from the candidate's application, the initial self assessment, analysis of the candidate's strengths and weaknesses, and the candidate's direct supervisor's questionnaire. The initial plan will be written and agreed upon by the candidate, coach, and direct supervisor. The initial plan will be submitted to the Merced COE Program Coordinator within 90 days of enrollment in the program.

- Every ILP will be focused on three of the CPSEL in Year 1, which must include Standard Two, and the remaining three CSPEL in Year 2, which must include Standard One. Candidates will be able to self-select which of the CSPEL they intend to focus on in Year 1. The candidate will then focus on the remaining CSPEL in his/her second year of the program.

Payment Schedule

Cost of the Program per year:

The program costs *\$7,000 (\$3,500 for each of the two years) if MCOE secures the coach. The program cost will be reduced to *\$5,000 (\$2,500 for each of the two years) if the candidate secures their own coach.

The Program will be paid in two installments:

1st Year payment due October 1

2nd Year payment due September 1

Payment can be made by the following options:

- Personal Check made out to MCOE
- Cashiers Check made out to MCOE
- Budget transfer if the district is paying all or a portion of the cost
- PayPal (additional 3% fee)

* This payment does not include fees for registering with the Commission on Teacher Credentialing to obtain one's credential, upon completion of the program.

Professional Development

Professional Development is critical to the growth of an administrative credential candidate. Candidates will be offered a menu of professional development workshops to meet their individual needs based on their developmental objectives that are offered by the program. Or they may attend workshops on their own; however, once candidates identify professional development appropriate to their goals, they must obtain approval from the Program Coordinator. Candidates must attend a minimum of 12 hours (two full days) of professional development each year for a total of 24 hours upon completion of the program.

Seminars

Candidates must participate in a minimum of 10 hours of Seminars each year of the program. The seminars are facilitated by the Program Coordinator. Topics are offered to support content knowledge, professional practice and acquisition of CPSEL competency.

ENROLLMENT PATHWAY FOR NEW ADMINISTRATORS

Employment in a position requiring an administrative credential Program entry
within one calendar year of preliminary credential activation CPSEL Self-evaluation

Coaching begins within 30 days of program entry

Individual Learning Plans for Year 1

Coaching assessment/Professional Learning Cycle

CPSEL Self-evaluation

Individual Learning Plans for Year 2

Coaching assessment/Professional Learning Cycle

CPSEL Self-evaluation

Exit Interview

Recommendation for the Clear Administrative Services Credential

Candidate Program Completion Checklist

ADMIN KEYS Clear Administrative Services Credential Program

Candidate Name: _____

Documents:

_____ Candidate Verification of Employment
_____ Candidate Notice of Eligibility
_____ Candidate Letter of Commitment
_____ Candidate Final Verification of Employment

Program Components:

_____ Individualized Learning Plan (ILP) Year 1
_____ Individualized Learning Plan (ILP) Year 2
_____ Mid-Year ILP Check Year 1
_____ Mid-Year ILP Check Year 2
_____ Mid-Year Survey on Descriptions of Practice Year 1
_____ End of Year Survey on Descriptions of Practice Year 2
_____ Professional Development Log (12 hours each year, must be approved by Program Coordinator)
_____ Candidates Coaching Log (40 hours each year)
_____ End of Year Program Reflection Assessment Year 1
_____ End of Year Program Reflection Assessment Year 2
_____ Exit Interview to include CPSEL Attainment Reflection (CAR) forms.

CASC Requirement Completed

Signature _____ Date _____
(Program Director)

Signature _____ Date _____
(Credential Analyst)

Candidate Letter of Commitment

I, _____, will participate in the Merced County Office of Education CASC-ADMIN KEYS Program. I have read the candidate responsibilities described below and agree to follow them to the best of my ability.

- I understand that I must enter a clear administrative services credential program within one year of the start of my initial administrative contract. If, for any reason, I am unable to participate fully in the MCOE CASC-ADMIN KEYS Program, I understand that I will need to contact my Coach and the MCOE CASC-ADMIN KEYS Program Administrator. I understand that extensions will only be granted under extenuating circumstances (e.g., medical, family illness or emergency).
- I understand that the MCOE CASC-ADMIN KEYS program is for two years of participation. Should I require additional time, the cost of participation will be my responsibility.
- I further understand that recommendation for a clear administrative services credential is separate from my employment status in my district.
- I understand the cost of program is \$7,000 if MCOE secures my coach and \$5,000 if my coach is secured by myself or my District.

Responsibilities of a MCOE CASC-ADMIN KEYS Program Candidate:

- Develop a relationship with my coach characterized by openness, sharing and reflection.
- Meet with my coach a minimum of four hours per month for a total of 40 hours per year.
- Complete and revise, as needed, an Individualized Learning Plan (ILP).
- Assemble evidence in the form of an ILP via an exit Portfolio of growth and application based on the California Professional Standards for Educational Leaders (CPSEL).
- Complete the ILP and exit Portfolio and gather evidence of my growth, which is my responsibility and is required to apply for a Clear Administrative Services Credential.
- Participate in the formative assessment system (including coaching logs, ILP, observations) in a reflective manner to guide my growth as an administrator.
- Understand that information gathered regarding practice/performance is confidential.
- Information regarding completion may be shared with site/district/program administrators.
- Attend required initial candidate orientation seminar.
- Attend approved professional development (12 hours per year). Staff meetings do not count in the 12 hours.
- Communicate questions or concerns about the MCOE CASC-ADMIN KEYS Program, including concerns about my coach partnership, with MCOE CASC-ADMIN KEYS Program Coordinator, my direct supervisor, and/or my coach.
- Participate in the program evaluation process and comply with reporting procedures.
- Notify my coach and the MCOE CASC-ADMIN KEYS Program Coordinator should I leave the program before completion. In addition, I will submit a letter of resignation.

Candidate Signature: _____ Date: _____

District: _____ School: _____

After signing, please retain a copy in your Portfolio and return the original to:

Merced County Office of Education
Atten: Heather Woody, ES
632 W. 13th Street
Merced CA 95341

CASC Admin Keys Coach Letter of Commitment

I, _____, wish to participate in the Merced County Office of Education

(MCOE) Administrator Development, Mediating Individualized Needs with Knowledge and Experiences, for Your Success (ADMIN KEYS) program as a Coach. I have read the Coach responsibilities described below and agree to follow them to the best of my ability.

- I understand that I must maintain my Clear Administrative Services Credential with the California Commission on Teacher Credentialing.
- I understand that the program is for two years of participation. Unless directly hired by the Merced County Office of Education, the nature and amount of my stipend, if any, is based on an agreement between the participating School District and me.
- I will seek to build trust in my coaching relationship and support the ongoing work identified by both the candidate and his/her district goals.
- I will be attentive to the needs of the candidate to ensure that my services remain beneficial to their professional growth, and will be open to collaborating with the CASC-ADMIN KEYS Program Coordinator should my services not be meeting the candidate's needs.
- I will model the professional standards as described in the California Professional Standards Educational Leaders (CPSEL).
- Develop a relationship with my candidate characterized by openness, sharing, and reflection.
- Meet with my candidate a minimum of 40 hours per year.
- Assist my candidate in completing and revising, as needed, an Individualized Learning Plan.
- Provide support to my candidate, and if needed, use the expertise of other coaches.
- Understand that information gathered regarding practice/performance is confidential.
- Information regarding completion may be shared with site/district/program administrators.
- Attend Coaching Professional Development sessions provided by the CASC-ADMIN KEYS Program Coordinator.
- Attend required professional development seminars with my candidate that match my candidate's Individualized Learning Plan.
- Communicate questions or concerns about the CASC-ADMIN KEYS Program, including concerns about my candidate, with CASC-ADMIN KEYS Program Coordinator.
- Participate in the program evaluation process and comply with consortium reporting procedures.

Coach Signature: _____

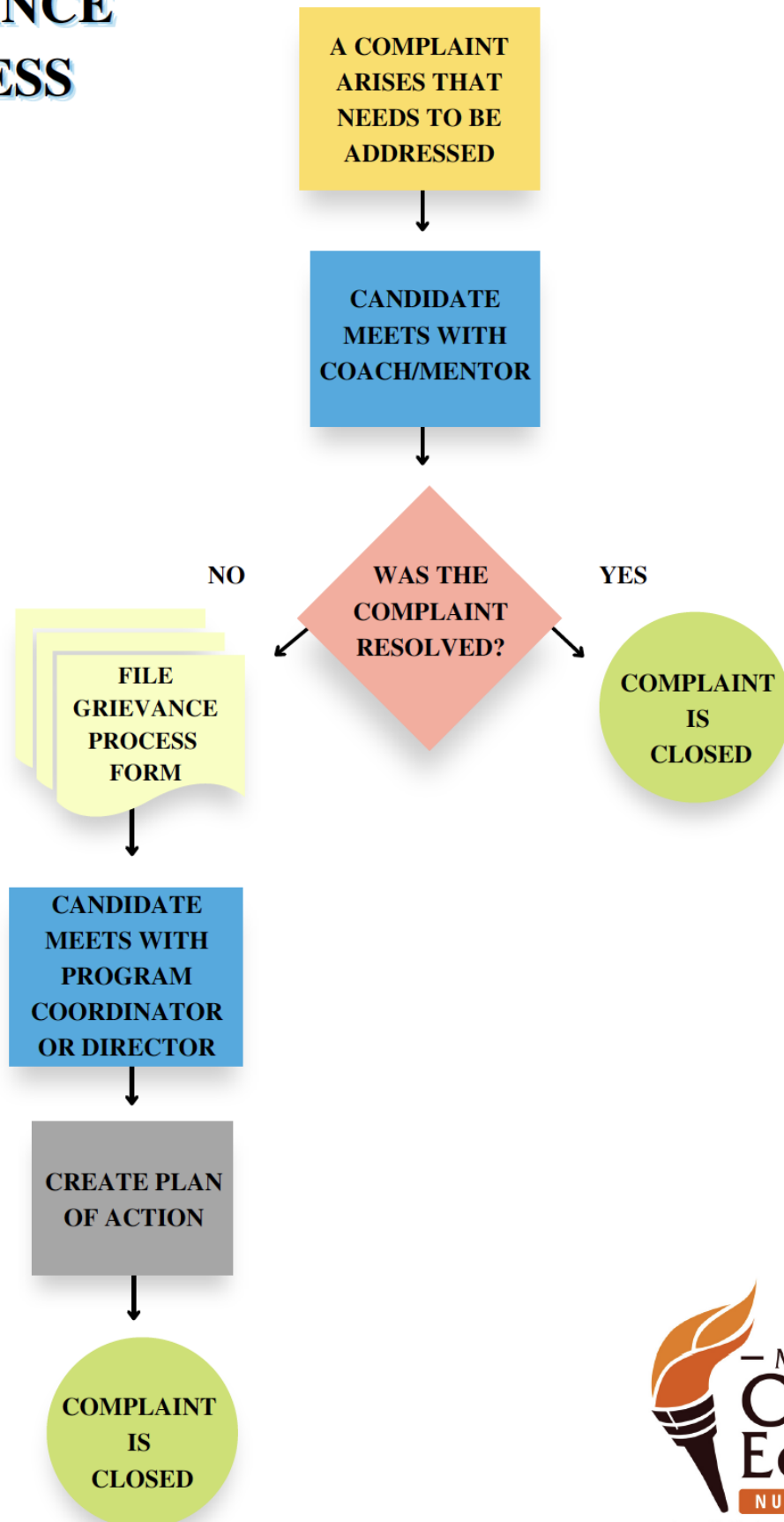
Date: _____

After signing the Letter of Commitment, please retain a copy and return the original to:

Heather Woody, Educational Services Secretary
Admin Keys Program

Merced County Office of Education
Attn: Heather Woody
632 W. 13th Street
Merced, CA 95341

GRIEVANCE PROCESS





Steve M. Tietjen, Ed.D. | County Superintendent of Schools

632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

Plan of Action:

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the page is completely blank except for the lines themselves.

Candidate Signature

Date

Coordinator or Director Signature

Date

N U R T U R E • S E R V E • L E A D

Equal Employment Opportunity

MCOE CASC-ADMIN KEYS Program Change in Coach Request

Process for requesting a change in coach:

1. If prior to mid-year coach evaluation, candidate should contact MCOE CASC-ADMIN KEYS Program Coordinator and inform him/her of their concerns regarding the coaching process.
2. MCOE CASC-ADMIN KEYS Program Coordinator is responsible for documenting concerns and, if possible, assisting the candidate with facilitating a conversation with the coach with the hopes of resolving outstanding issues.
3. If the candidate is unable to communicate concerns individually, or if the attempt to communicate is unsuccessful, then the MCOE CASC-ADMIN KEYS Program Coordinator will arrange to meet with both parties in an effort to resolve outstanding issues.
4. Should a mismatch be apparent, the candidate will sign and complete the Request for Change in Coach Form and a new coach will be assigned.

Date of contact with CASC-ADMIN KEYS Program Coordinator: _____

Date of meeting with Coach: _____

After following the process outlined above, I am requesting a Coach reassignment:

Candidate Signature: _____ Date: _____

Coordinator Signature: _____ Date: _____

MCOE CASC-ADMIN KEYS Program Request for ILP Change Form

Process for requesting a change in the ILP:

1. Change Requests can be written to reflect a change in developmental needs, candidate responsibilities and/or current work context.
2. Should the candidate and coach determine that substantive changes need to be made to the ILP, they will develop and submit the form below.
3. The candidate's direct supervisor should have an opportunity to review this request and affirm acknowledgement of the change through a signature.
4. Once the candidate, coach, and direct supervisor have agreed in writing to the change, it will be submitted to the MCOE CASC-ADMIN KEYS Program Coordinator for approval.

Nature of Change for ILP:

Goals/Objectives/Activities that will specifically be addressed:

Signatures:

Candidate: _____

Date: _____

Coach: _____

Date: _____

Direct Supervisor: _____

Date: _____

CASC-ADMIN KEYS Program Coordinator: _____

Date: _____

MCOE CASC-ADMIN KEYS Program Credential Non-Recommendation Appeal Process

The Credential Non-Recommendation Appeal Process can be utilized if the candidate disagrees with this decision. The candidate must first meet with the Program Coordinator to receive oral and written feedback about the decision to not recommend the candidate as a program completer, with regards to a specific CPSEL and failure to demonstrate competency in any given area. The candidate must then complete an Appeal Form (below) to state his/her disagreement with this decision, and to provide supporting evidence for appealing this decision. The appeal is then shared with a specially convened ADMIN KEYS Appeal Team. The team consists of the MCOE Assistant Superintendent of Educational Services, the MCOE Assistant Superintendent of Human Resources, and a district level administrator in that candidate's own district.

At this time, there are two options this team can consider:

A) Uphold the decision not to recommend a Clear Administrative Services Credential until the administrator has been given an opportunity to re-do parts of the program; or B) Reconstitute the expert panel and provide an opportunity for the administrator to re-do his/her CAR documentation and final Oral Presentation of the Portfolio.

The decision must be given within two weeks of the appeal, and the decision of this Appeal Team is final.

Credential Non-Recommendation Appeal Form

Candidate Name _____

Site: _____ District: _____

Coach: _____ Direct Supervisor: _____

Date of Oral Presentation of Portfolio: _____

Date of Appeal: _____

Oral/Written feedback given for non-recommendation for credential: (Attach any related documents)

Disagreement with this decision and related evidence:

End of Program Oral Presentation of Portfolio Task

The culminating summative assessment is a presentation by the candidate to a panel of experts on their portfolios prior to exiting the MCOE CASC-ADMIN KEYS program. The panel of experts will include coaches, participating district administrators, and the MCOE Program staff.

You will be asked to synthesize and summarize your experiences and learning's these past two years, as it relates to the six CPSEL standard focus areas. Please share highlights, concepts and skills you have attained and evidence and reflections about these. You may use your online artifacts and reflections for this presentation and any other evidence that is relevant.

Your presentation should include a description of your experiences and significant activities related to the program expectations, your reflections as they describe your growth and attainment of each CPSEL, accomplishments related to the program expectations, and artifacts that illustrate your experiences.

Schedule:

- I) Introduce yourself, context of your school/district and your position.
- II) Highlight key activities and experiences on each CPSEL reflecting on your goals, actions and growth within each standard.
- III) Reflections of your growth through the coaching based program.
- IV) Q & A

Items to bring:

- Four copies of the CAR form (Standards 1-6)
- Four copies of ONE artifact for each Standard

TERMS AND DEFINITIONS

Administrative Experience

Two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential. Verification of experience must be on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director of personnel, or director of human resources. Districts and school personnel other than the applicant must verify all experience.

Experience

Three years of successful, full-time experience in a public school, nonpublic school, or private school of equivalent status. This experience may be teaching, pupil personnel work, librarianship, health services, or clinical or rehabilitative services. Substitute or part-time service does not apply.

Full-Time Service

Full-time service means service for at least a minimum of four hours per day for three fourths of the total days in the school year. Substitute or part-time service does not apply.

Prerequisite Teaching Credential

For the purposes of an Administrative Services Credential, a prerequisite credential is defined as:

- A valid California Teaching Credential requiring a bachelor's degree and a program of professional preparation, including student teaching; **or**
- A valid California Designated Subjects Teaching Credential, provided the holder also possesses a bachelor's or higher degree from a regionally-accredited college or university; or
- A valid California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a bachelor's degree and a program of professional preparation, including field practice or the equivalent.
- Holders of the Preliminary School Nurse Services Credential or any of the other Health Services Credentials, such as the school physician, dentist, dental hygienist, optometrist, clinical psychologist, and psychiatric social worker, **do not** meet this requirement.

Valid Preliminary Administrative Services Credential

For the purposes of the Administrative Services Credential, the term "valid" means that the holder met the requirements to have held the preliminary credential, which afforded the individual the opportunity to gain the necessary experience and to complete academic requirements to earn the clear credential. It does not mean that the document must be active date-wise when applying for the clear credential.

Reference: California Education Code 44270, 44270.5; Title 5, California Code of Regulations 80054

Board Policies and Regulations

1000 Community Relations

- 1110 Public Information
- 1220 Responsibilities to Local School Districts
- 1312 Complaint Procedures

2000 Administration

- 2150 Superintendent Activities/Expenses
- 2310 Administrative Regulations
- 2520 Official Calendar

3000 Business Services

- 3120 Strategic Planning/Budgeting Process
- 3444 Accessibility to Facilities
- 3516 Civil Defense and Disaster Preparedness Plans •
- 3610 Security of Computerized Personal Information

4000 Personnel

- 4550 Tobacco-Free Educational Agency
- 4553 Employee Health and Safety
- 4555 Employee Behavior

5000 Students

- 5130 Alcohol and Other Drugs
- 5241 Medical Assistance or Aid
- 5243 Infectious Diseases
- 5280 Student Records

6000 Instruction

- 6110 Educational Programs
- 6125 Student Use of Technology
- 6220 Controversial Issues
- 6320 Curriculum Review
- 6350 Copyright and Educational Materials

9000 Board of Education

- 9000 Roles and Duties of the Board
- 9005 Governance Standards
- 9110 Terms of Office
- 9121 Board Officers
- 9130 Board Committees
- 9140 Board Representatives
- 9200 Individual Members Acting for the Board
- 9310 Board Policies and Regulations