

# **San Mateo & Santa Cruz County Offices of Education Clear Administrative Services Credential Program (CASC)**

## **Candidate Handbook**

San Mateo County  
Office of Education  
101 Twin Dolphin Drive  
Redwood City, CA 94065

Santa Cruz County  
Office of Education  
400 Encinal Street  
Santa Cruz, CA 95060

# Mission Statements

## *San Mateo County Office of Education (SMCOE)*

The San Mateo County Office of Education is committed to ensuring and improving the quality of learning and achievement for all students in San Mateo County by providing exemplary leadership and innovative, effective programs and services which enable local districts and the County Office to education students to succeed.

## *Santa Cruz County Office of Education (SCCOE)*

The mission of the Santa Cruz County Office of Education is to lead an equitable and innovative learner-centered educational system. SCCOE envisions a community with engaged learners and leaders who have the social, emotional, academic, and technical skills to thrive in a changing world.

## *CASC Program Mission Statement*

The San Mateo County Office of Education and the Santa Cruz County Office of Education Clear Administrative Services Credential Program (CASC) is committed to improving the leadership qualities of the administrators serving all students by providing high quality professional development, one-to-one mentoring, and a program of support that includes assessment, reflection and building participant's capacity to be equity-centered leaders..



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# Welcome & Purpose

The CASC Program is dedicated to the development of high quality leaders who provide rigorous educational programs for all students, with a central focus on equity.

The CASC Program delivers an interconnected and comprehensive curriculum, which integrates face-to-face professional learning, learning through a network of colleagues in a cohort, individualized coaching from an experienced mentor based on job-embedded goals, and a blended learning model for demonstration of work. The curriculum is based on the California Professional Standards for Educational Leaders (CPSEL) and is designed for candidates to demonstrate the ability to meet or exceed each of the standards by the end of the program as outlined in the candidate self-assessment.

# San Mateo County Office of Education Program Directory

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# Program Directory



# Clear Administrative Services Credential

Upon successful completion of the CASC program, candidates are eligible for a Clear Administrative Services Credential.

Administrative Services Credentials authorize 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 information on pages 6-9 of this handbook is taken directly from the CTC Leaflet explaining eligibility and requirements for preliminary and clear administrative service credentials and is linked on each of the following pages 6-9: [Link to CTC leaflet CL574](#)

# Clear Administrative Services Credential

## Requirements for the Clear Credential

Individuals must satisfy **all** of the following requirements:

1. Possess a valid Preliminary Administrative Services Credential (see Terms and Definitions)
2. Verify a minimum of 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
3. Complete **one** of the following:
  - a. Obtain the recommendation of a Commission-approved program verifying completion of an individualized program of advanced preparation designed in cooperation with your employer and the program sponsor
  - b. Meet Mastery of Fieldwork Performance Standards through a Commission-approved program. Colleges and universities with approved programs leading to a Clear Administrative Services Credential may offer a streamlined assessment option to allow candidates to forego the coursework component of the program and allow them to demonstrate their knowledge, skills and abilities through the assessment component of the program
    - The assessment must result in formal recommendation for the credential and the application for the credential based on this evaluation must be submitted by the college or university that conducted the evaluation
  - c. ***A Commission-approved alternative program based on Commission-adopted guidelines resulting in a formal recommendation from the program sponsor\****
    - ***The application must be submitted by the program sponsor via the online application submission process***
  - d. A Commission-approved performance assessment, when available

### Term of the Clear Credential

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.

**\*The San Mateo/Santa Cruz CASC Program meets requirement 3c.**

[Link to CTC Leaflet CL574](#)

# Clear Administrative Services Credential

## 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. School or district 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.

[Link to CTC Leaflet CL574](#)



# Clear Administrative Services Credential

## ***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*

[Link to CTC Leaflet CL574](#)

# CASC Program Admission Requirements



Complete  
Candidate  
Online  
Application



Hold a  
Preliminary  
Administrative  
Services  
Credential



Provide  
Preliminary  
Administrative  
Credential or  
Certificate of  
Eligibility \*



Have Direct  
Supervisor Fill  
Out  
Supervisor  
Questionnaire



Confirm Current  
Administrative  
Position (position,  
employer and  
work location) \*\*

\* You will need to apply for Preliminary Administrative Credential within 30 days of starting the program.

\*\* Candidates must be employed (full time or in a position at least 75% of contractual days) in a position requiring an administrative services credential

# THE CASC PROGRAM

## Equality



## Equity



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# INDIVIDUALIZED LEADERSHIP GROWTH PLAN

A required part of any clear administrative services credential program accredited by the CTC is to have an Individualized Leadership Growth Plan for each candidate. In the CASC program, we have structured this in the form of Leadership Goal and Action Plan documents.

The process for creating and implementing an [Individualized Leadership Growth Plan \(Leadership Goals\)](#) is as follows:

- **Creation of ILGP:** Candidates and Mentors will develop and complete an Individualized Leadership Growth Plan. In the CASC program, our Individual Leadership Growth Plan is comprised of the individual goals and professional learning action plan that the candidate creates (3 goals per year). Candidates are supported to use information from the candidate application, the initial self-assessment, analysis of the candidate's strengths and weaknesses and current work context. The initial plan will be written and agreed upon by the candidate and mentor, with input from the direct supervisor as appropriate to ensure the work can be done in the context of one's job assignment. The first two full days of the CASC program (Year 1: September and October) support initial self-assessment and goal creation related to CPSEL. The initial plan will be submitted to the CASC Program Director within 60 days of the Candidate Initial Professional Development Day 1.
- **Components of ILGP:** The Individualized Leadership Growth Plan includes identification of an area of need (Leadership for Equity), support in thinking about an approach to meet that need (Leadership Theory of Action), a goal (CPSEL Leadership Goal), identified connection to local context (School, District Goals Connection) and a personalized professional learning and growth plan (Action Plan). Professional learning can come through attending a seminar, workshop or conference, observing another site leader and program, or consuming research-based information (books, journals, blogs, podcasts, videos, webinars, etc.).
- **Focus of ILGP:** Every Individualized Leadership Growth Plan (Leadership Goals) will be focused on three of the CPSEs each of the two years. The Individualized Leadership Growth Plan will be revisited throughout the year and can be adjusted to better meet the growth needs of an individual candidate (e.g. meeting a standard, change in job assignment, etc). The ILGP/Leadership Goals are developed solely for the growth of the Candidate and are not used in evaluation at their sites or districts.
- **Formative Feedback on ILGP:** Candidates receive feedback from program faculty on their Leadership Goals (Individual Leadership Growth Plan) to support their leadership growth towards "meets the standard" in that CPSEL area. Feedback is formative, focused on developing leadership capacity and developing an equity lens. Ultimately, candidates determine the focus and wording of their goals.



# Professional Development

## Year I

4 Hours



of external professional development is required of candidates to further their content knowledge and/or leadership development. Candidates choose the professional development in alignment with their Year I Leadership Goals (ILGP).

2 Days



of self-assessment and goal setting.

16 Hours

of professional development related to the CPSEL

40 Hours



of individualized one-on-one coaching from an CASC Mentor



# Professional Development

8 Hours

of external professional development is required of candidates to further their content knowledge and/or leadership development. Candidates choose the professional development in alignment with their Year 1 Leadership goals (ILGP).

Attendance at an Portfolio session can constitute 4 hours of external professional learning as this is a time when leaders deeply dive into their goals and leadership evidence and deepen their skills in technology to communicate a message to a group.



18 Hours

of professional development related to the CPSEL

40 Hours

of individualized one-on-one coaching from an CASC Mentor



## Year 2

20 Hours

Optional Support

of workshop time and support on Portfolio and curation of leadership artifacts

# Completion of the Program

In order to complete the program, candidates will complete forty-hours a year of individualized mentoring, twenty hours a year of professional learning related to CPSEL and leadership goals, and complete a culminating Portfolio (built over the course of the two years) demonstrating leadership performance that “meets the standard” on at least one element of each of the six CPSEL. Candidates will demonstrate progress over the course of the program and curate leadership artifacts and reflections in an Portfolio and via a culminating talk on their leadership growth. Please see handbook section titled “Portfolio Guidelines” for detailed information on the requirements for the Portfolio component of the program.

Candidates will be enrolled in the program for two consecutive years.\*

The goals and work identified by the Candidate at the start of each year of the program, and continuously revisited through coaching and in-person sessions, are the central driver to the work in CASC. The leadership evidence that each candidate presents is a direct reflection of their leadership goals from their ILGP and their identified growth plan. The ILGP forms can be viewed here and candidates are supported in using them beginning with the first day of the program: [Individualized Leadership Growth Plan\(s\) - i.e. Leadership Goals and action plan](#)

Candidates will be recommended for the Clear Administrative Services Credential based on the following assessment formats used throughout the program:

- Self-assessments, developed collaboratively with a mentor, at the start, mid-point and end of the program to capture strengths and areas for growth
- Formative assessment process throughout program linking goals, leadership evidence, reflection and description of practice. Candidate receives feedback from mentor, program faculty and colleagues in the cohort throughout the program
- Mentors will observe the leader in context, related to one of his/her goals as a form of feedback for growth
- Each candidate will be required to present their portfolio and leadership presentation to a panel of experts prior to exiting the program who will calibrate review of the portfolio and leadership presentation utilizing established program rubric. It is the expectation of the program that all candidates will, at a minimum, meet standard practice on one element of each CPSEL.
- All candidates to be recommended for a clear credential will need to have their employer verify that they have two years of full-time administrative service.
- All candidates will have completed the required coaching with a mentor and professional learning sessions.

\* See “Alternative Paths to Completion” section on the next page for how we support administrators with a gap in their program years

# ➔ Alternative Paths to Program Completion

## Candidates Not Continuing for Year Two

A candidate who does not continue in an administrative position for the second year of the program can pause their enrollment in CASC. Work is assessed on an annual basis and the candidate would need to complete year one (three leadership goals from Individual Leadership Growth Plan, forty-hours of work with a mentor related to goals and site work, attendance at 20 hours of professional learning related to goals and/or CPSEL).

The candidate can re-enter the program for year two when he/she assumes another administrative position. They will need to complete existing program requirements and the program leadership will work with the re-entering candidate to map the work from year one to the final year of the program. The cost of tuition will be the current rate for that year of the program. The candidate who is pausing a program should understand that he/she will need to meet requirements in alignment with CTC guidelines at the time he/she re-enrolls. If the candidate does not return within four years, he/she will need to begin a new Clear Administrative Services Credential program and the first year will not be applicable.

## Candidates Entering Year Two From Another Program

Candidates who have completed the first year of a Clear Administrative Services Credential program with another CTC accredited program in California are eligible to complete the second year with SMCOE CASC program.

The CASC program will need confirmation from the prior program that year one was complete and what aspects of the program were addressed. The CASC Program Faculty will then tailor an adjusted plan for the candidate to complete remaining requirements for the recommendation for the clear credential in year two with SMCOE.



# EVALUATION OF THE PROGRAM



On a regular basis, the CASC 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 CASC Program work and forms the basis for ongoing improvement of the credential program.

## CASC Program Evaluation Schedule

- Each professional learning session at SMCOE is followed by an anonymous session evaluation collected by an external evaluator. These results are a combination of ranking scores and open ended comments and are provided to the program and used for program adjustments, clarifications or to reinforce effective practices.
- CASC program collects anonymous feedback after each mentor professional learning session.
- In April of each year, we administer the Candidate Annual Program Evaluation Survey and Mentor Effectiveness Surveys. As with session feedback, we analyze these responses and make program clarifications, adjustments or improvements based on what candidates share.
- CASC program regularly receives informal feedback in person, via email and phone (to both affirm helpful content and practices and to give feedback)
- CASC program receives a summative evaluation report from our external evaluator each summer that includes all data from professional learning evaluations and end of year surveys.
- Program staff (Director and Coordinator) conduct observations of mentor coaching sessions with candidates to provide ongoing feedback and assess coaching in the program.



# Portfolio Requirements



The candidates will demonstrate progress over the course of the program by developing a Portfolio. Candidates will use a portfolio website template to organize evidence related to each CPSEL. To complete the program, candidates will submit their curated Portfolio for a panel of experts to review using the program rubric. The Portfolio development is supported throughout the full two-years of the program.

The Portfolio will include:

- Three self-assessments on the CPSEL (initial, mid program and end of program)
- Individualized Leadership Growth Plan(s) - i.e. Leadership Goals and action plan
  - Three to five pieces of substantial evidence per goal tied to the CPSEL and demonstrating leadership at “meets the standard”
  - A reflection around growth and achievement of each goal with evidence.
- Professional Development reflections for all professional learning tied to goals
- Two current Letters of Reference and current resume
- Statement of Educational Philosophy / Leadership Vision
- Final Leadership Growth reflection

Each candidate will be required to present their portfolio and leadership presentation to a panel of experts prior to exiting the program who will calibrate review of the portfolio and leadership presentation utilizing established program rubric. It is the expectation of the program that all candidates will, at a minimum, meet standard practice on one element of each CPSEL.

**Rubrics are linked below:**

[Portfolio Rubric](#)

[Leadership Presentation Rubric](#)

## Candidate Letter of Commitment

2023-2024

I, \_\_\_\_\_, wish to participate in the San Mateo/Santa Cruz County Office of Education Clear Administrative Services Credential (CASC) 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 90 calendar days of the start of my initial administrative contract. If, for any reason, I am unable to participate fully in the CASC Program, I understand that I will need to contact my Mentor and the CASC Program Director. I also understand that extensions will only be granted under extenuating circumstances (e.g., medical/family illness or emergency).
- I understand that the program is for two years of participation. Should I require additional time, the cost of participation will be my responsibility and I might need to re-do aspects of the program if I go beyond the two-years to complete.
- I further understand that recommendation for a clear administrative credential is separate from my employment status in my district.
- I understand that I am responsible for the full year's program fees/tuition at the start of each year of the program (September) and that no refunds are granted.

### Responsibilities of an CASC Program Candidate:

- Develop a relationship with my mentor characterized by openness, sharing, and reflection.
- Meet with my Mentor a minimum of four hours a month (combination of in-person, text, email communications with at least one in-person meeting a month).
- Complete and revise, as needed, an Individualized Leadership Growth Plan (ILGP) which are leadership goals that I create with my mentor and the program.
- Assemble evidence in the form of an Individualized Leadership Growth Plan (ILGP) via an Portfolio of growth and application based on the California Professional Standards for Educational Leaders (CPSELs).
- Complete the ILGP and 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 ILGP, observations, self-assessments, authentic artifacts) 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 two-day candidate professional development seminar.
- Attend required professional development seminars (20 hours per year) that match my ILGP and district goals. These are the SMCOE required sessions each year and outside professional learning that I determine.
- Communicate questions or concerns about the CASC Program, including concerns about my Mentor partnership, with the CASC Program Coordinator, the Program Director, and/or my Mentor.
- Participate in the program evaluation process and comply with reporting procedures.
- Notify my Mentor and the CASC Program Coordinator should I leave the program before completion.

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

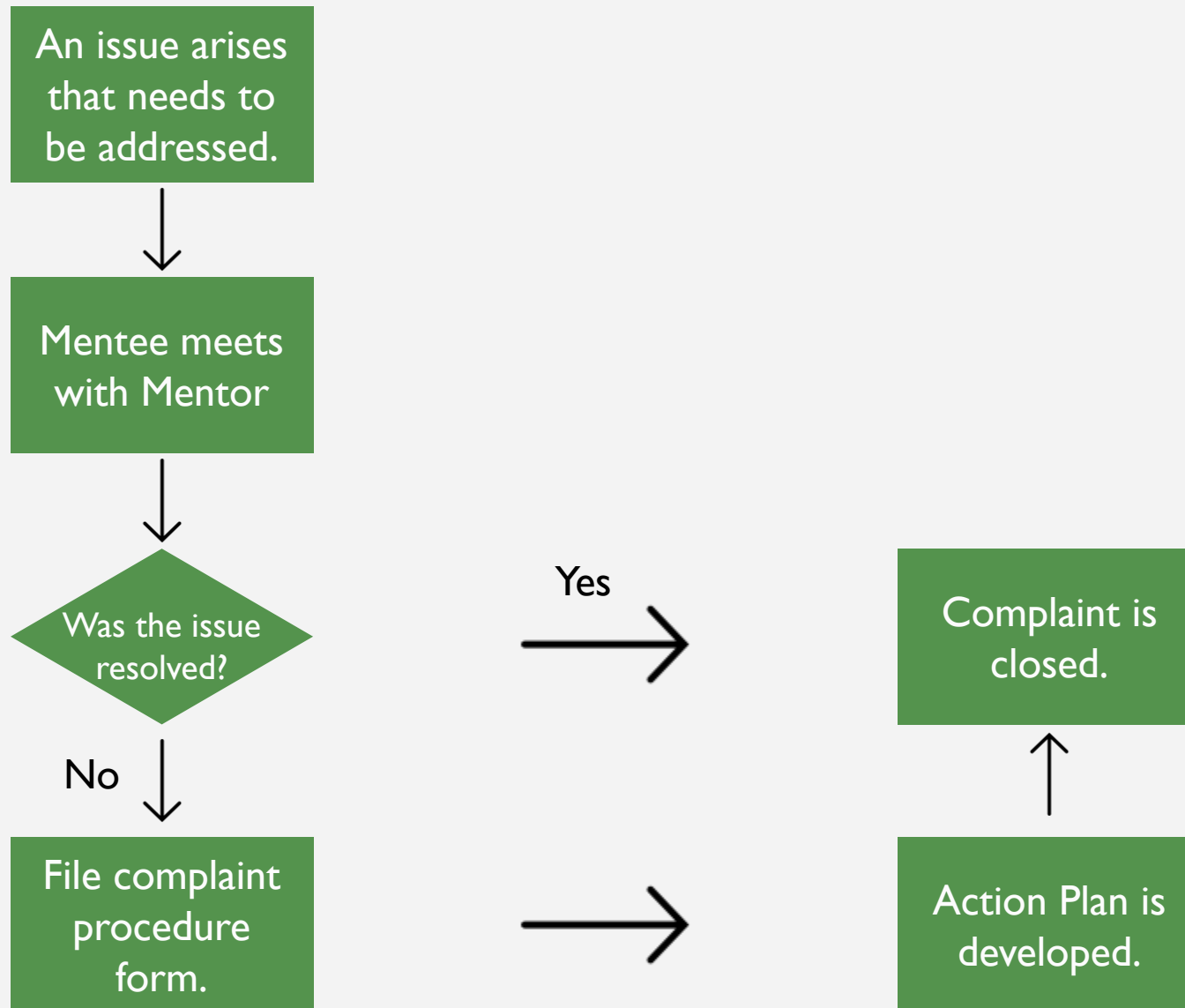
District: \_\_\_\_\_ School: \_\_\_\_\_

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

Winnie Hardie  
Executive Director, CASC Program  
San Mateo County Office of Education  
101 Twin Dolphin Dr.  
Redwood City, CA 94065

# Candidate Letter of Commitment

# CASC Program Complaint Procedure



**CASC Program Complaint Procedure Form**

Complaint procedure

- Complaint form is submitted to the program director
- Complaint is investigated by the program director
- A meeting is held with the participant and a mutually agreed upon plan of action to rectify the situation is developed

Date of Problem \_\_\_\_\_

Name: \_\_\_\_\_

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. Please file this complaint with the Program Director.

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Plan of Action:

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\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Signature of SM/SC COE CASC Program Director



## Request for Change in Mentor

### Process for requesting a change in mentor:

1. If prior to end of year mentor evaluation, candidate should contact SM/SC COE CASC Program Director and inform him/her of their concerns regarding the coaching process, program will respond to resolve situation.
2. SM/SC COE CASC Program Director is responsible for documenting concerns and if possible, assisting the mentee with facilitating a conversation with the mentor with the hopes of resolving outstanding issues.
3. If mentee is unable to communicate concerns individually, or if the attempt to communicate is unsuccessful, then the SM/SC COE CASC Program Director will arrange to meet with both parties in an effort to resolve outstanding issues.
4. Should a mismatch be apparent, the mentee will sign and complete the form below and a new mentor will be assigned.

**Date of contact with Program Director:** \_\_\_\_\_

**Date of meeting with Mentor:** \_\_\_\_\_

**After following the processed outlined above, I am requesting Mentor reassignment:**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Request for  
Change in Mentor

# Incomplete Course Work



The Clear Administrative Services Credential Program (CASC) is an individualized leadership program, based on the CPSEL and each individual leader's context and growth goals. The program is designed to support leaders at various stages of their career to develop goals that will direct their practice towards "Meets Standard" at the end of their two years in the program.

At times, due to personal or professional circumstances, a Candidate might fall behind in assignments. The program (CASC Program leaders, mentors) will work with a candidate to support changes to goals, providing additional scaffolding to support a leader's growth and accommodate changes in roles and work assignments.

**The Candidate is responsible to complete work in a timely fashion and in alignment with program goals.** When a candidate cannot do that, he/she is expected to communicate to CASC Program leaders that they are in need of additional support (ex. time, mentoring, examples, etc.). The program will then develop a plan with the leader directed towards meeting the final program outcomes for a recommendation for a clear administrative service credential.

Should a candidate not meet the above requirements in the allotted two years, they will be required to file for an extension with our program. Short-term extensions are granted for up to six months at no additional cost. Based on what is needed, the candidate may incur additional cost if they contract for additional coaching. Each year of required beyond the initial two years may result in additional cost of \$3,750. Any and all costs associated with an extension will be the responsibility of the candidate.

## Timely Attendance at Professional Learning Sessions

All of the professional learning sessions prepared and delivered by the respective County Offices of Education are towards meeting the 20 hours of required professional learning aligned with goals. Candidates who arrive more than 30 minutes after a session has started will need to repeat session in the following year. Candidates with a pattern of tardiness will meet with CASC program leadership and will discuss what, if any, sessions need to be made up as a result of ongoing tardiness.

# CASC Mentor Job Qualifications

The CASC program will actively recruit highly qualified mentors with the following characteristics:

- Minimum of five years successful administrative experience
- Evidence of ability to provide timely support to candidates consistent with program expectations.
- For mentors, who have not formerly completed any mentor-training program, participation prior to Mentoring assignment will include a two-day professional development session (See Appendix H) for the mentor. Successful participation in mentoring professional development will provide an introduction to balanced approach to mentoring while participating in scenarios and role-play situations. The use of effective mentoring techniques and coaching stems as well as procedures for documenting mentoring conversations will also be included.
  - This professional development will be modeled after research based mentoring practices from sources such as Equity-Centered Coaching, Blended Coaching, and Instructional Coaching.
  - Also included in the professional development will be strategies for supporting administrators in areas such as: conducting walkthroughs focused on student engagement, individualized leadership growth plan guidance, the use of technology to support their candidates, equity and meeting the needs of diverse learners, facilitating inclusive school outreach to families and communities, and familiarity with the CPSELs.

In addition, prospective mentors should exhibit characteristics conducive to successful mentoring such as: a span of administrative experiences in urban, suburban, rural or county experiences. Mentors will also be sought after, who demonstrate knowledge and experience with matters of equity, rigor and relevance for all students. Any mentor under consideration will also have in-depth background with the use of data to disaggregate results and improve instruction for all students. Along with this, mentors should have experience with facilitating professional learning communities with staff around student work and results.



**Mentor Letter of Commitment**  
2023-2024

I, \_\_\_\_\_, wish to participate in the San Mateo/Santa Cruz County Office of Education Administrative Services Clear Administrative Services Credential (CASC) Program as a mentor. I have read the Mentor responsibilities described below and agree to follow them to the best of my ability.

- I understand that I must maintain my clear administrative credential with the California Commission on Teacher Credentialing.
- I understand that the program is for two years of participation and will receive a stipend at the close of each year.
- I will seek to build trust in my mentoring 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 Program Director should my services not be meeting the candidate's needs.
- I will model the professional standards as described in the CPSELs.

**Responsibilities of an CASC Mentor:**

- Develop a relationship with my candidate characterized by openness, sharing, and reflection.
- Meet with my candidate for a minimum of four hours per month.
- Assist my candidate in completing and revising as needed, an Individualized Leadership Growth Plan.
- Provide support to my candidate through self or providing access to supporting mentors.
- Understand that information gathered regarding **practice/performance** is confidential. Information regarding **completion** may be shared with site/district/program administrators.
- Attend mentoring professional development session provided by the CASC Program prior to beginning mentoring partnership.
- Attend Day 2 of Candidate's Initial Professional Development.
- Attend professional development seminars with my candidate that matches my candidate's Individualized Leadership Growth Plan.
- Attend quarterly mentoring meetings with the CASC Program.
- Communicate questions or concerns about the CASC Program, including concerns about my candidate partnership, with the CASC Program Director.
- Participate in the program evaluation process and comply with consortium reporting procedures.

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Winnie Hardie  
Executive Director, CASC Program  
San Mateo County Office of Education  
101 Twin Dolphin Dr.  
Redwood City, CA 94065

# Mentor Letter of Commitment

# Payment



## **San Mateo County**

Cost of the Program:

Candidates within San Mateo County:	\$7,500*
Candidates outside San Mateo County:	\$8,000*

The Program can be paid in two (2) or four (4) installments:

### **Two Installment Option**

Installment 1 (Sept year 1): \$3,750\*

Installment 2 (Sept year 2): \$3,750\*

### **Four Installment Option**

Installment 1 (Sept year 1): \$1,875\*

Installment 2 (March year 1): \$1,875\*

Installment 3 (Sept year 2): \$1,875\*

Installment 4 (March year 2): \$1,875\*

Payment can be made by the following options:

- Check payable to County School Services Fund
- Purchase Order from sponsoring district
- Credit Card\*

\* Plus Eventbrite Service fee and an additional fee depending on payment method

## **Santa Cruz County**

Cost of the Program:

\$6,500

### **Two Installment Option**

Installment 1 (Sept year 1): \$3,250

Installment 2 (Sept year 2): \$3,250

### **Four Installment Option**

Installment 1 (Sept year 1): \$1,625

Installment 2 (March year 1): \$1,625

Installment 3 (Sept year 2): \$1,625

Installment 4 (March year 2): \$1,625

Payment can be made by the following options:

- Personal Check made out to *Santa Cruz County Office of Education*
- Purchase Order from sponsoring district
- Credit card payment (to be confirmed by Business Dept)



# Appendix

# California Professional Standards for Educational Leadership



## CPSEL 1: Development and Implementation a Shared Vision

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, vision of a vision of learning that is shared and supported by the school community.

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
- Use the influence of diversity to improve teaching and learning.
- Identify and address any barriers to accomplish the vision.
- Shape school programs, plans and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
- Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

## CPSEL 2: Instructional Leadership

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
- Promote equity, fairness, and respect among all members of the school community.
- Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that:
  - Recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
- Create an accountability system grounded in standards-based teaching and learning.
- Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

## CPSEL 3: Management and Learning Environment

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize effective and nurturing practices in establishing student behavior management systems.
- Establish school structures and processes that support student learning.
- Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
- Align fiscal, human and material resources to support the learning of all subgroups of students.
- Monitor and evaluate the program and staff.
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

## CPSEL 4: Family and Community Engagement

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Recognize and respect the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and respect.
- Incorporate information about family and community expectations into school decision-making and activities.
- Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
- Communicate information about the school on a regular and predictable basis through a variety of media.
- Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

## CPSEL: Ethics and Integrity

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.
- Protect the rights and confidentiality of students and staff.
- Use the influence of the office to enhance the education program, not personal gain.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- Demonstrate skills in decision-making, problem-solving, change management, planning, conflict management, and evaluation.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Engage in professional and personal development.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

## CPSEL 6: External Context and Policy

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Generate support for the school by two-way communication with key decision-makers in the school community.
- Collect and report accurate records of school performance
- View oneself as a leader of a team and also a member of a larger team.
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

ACT II ePortfolio Rubric

Criteria	Incomplete (Revisions Required)	Partially Proficient (Revisions Needed)	Proficient
<b>Content</b>	<p>Most (80%) artifacts and work samples are either missing or unrelated to the specific Leadership Goals (ILGP) for both years.</p> <p>Evidence demonstrates practice that is directed toward the standard related to the specific CPSEL of each goal and/or objective.</p> <p>Leader has not explicitly identified an equity focus/lens for goals and leadership work.</p>	<p>Some (a minimum of 50%) artifacts and work samples are related to the specific Leadership Goals (ILGP) for both years.</p> <p>Evidence demonstrates practice that is approaching the standard related to the specific CPSEL of each goal.</p> <p>Leader has identified an equity focus/lens for some (a minimum of 50%) of CPSEL goals.</p> <p>The analysis of the leadership actions related to a goal and connecting evidence is limited or missing.</p> <p>CPSEL 1-6 needs additional evidence to meet the standard (3 -5 substantial pieces of evidence required).</p>	<p>All (100%) artifacts and work samples are clearly related to the specific Leadership Goals (ILGP) for both years.</p> <p>All (100%) of evidence demonstrates meeting standard for the CPSEL element. This is clearly explained in the leader’s analysis of her/his leadership actions (the text of ePortfolio).</p> <p>Leader has clearly identified an equity focus/lens for each CPSEL goal.</p> <p>CPSEL 1-6 <i>each</i> have three to five substantial pieces of evidence to illustrate/demonstrate the leader’s practice as it meets the standard for that element of the CPSEL.</p> <p>Includes required: current resume, two current letters of recommendation (written during this school year), CPSEL self-assessments, and professional learning reflections.</p>
<b>Communication</b>	<p>There are more than four instances of unorganized, inaccurate, or difficult to interpret written information.</p> <p>Information is presented in a less than professional manner.</p>	<p>There are some occurrences of unorganized, inaccurate, or difficult to interpret written information.</p> <p>Some information is presented in a professional manner.</p>	<p>All of the components demonstrate the use of clear, well-organized and accurate written communication.</p> <p>All information is presented in a professional manner.</p> <p>Portfolio reflects original thought, insight, integration of course content and evidence-based strategies or professional resources.</p>
<b>Reflections</b>	<p>Most (80%) of the reflections lack descriptions of growth, achievement, and accomplishments, and lack of inclusion of goals for continued learning.</p> <p>None of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.</p>	<p>Some (a minimum of 50%) of the reflections describe growth, achievement, and accomplishments, and include goals for continued learning.</p> <p>A few of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.</p>	<p>All (100%) reflections clearly describe and elaborate upon growth, achievement, and accomplishments, and include goals for continued learning (long and short term).</p> <p>All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives for one’s work in the future.</p>



<p><b>Design, Presentation, and Digital Communication (includes multimedia &amp; captions)</b></p> <p><i>Communicate information about the school on a regular and predictable basis through a variety of media.</i></p>	<p>The completed portfolio site is not professional in appearance.</p> <p>The site structure, including layouts, is difficult to access, navigate and engage by users. A non-consistent format extends from page to page.</p> <p>Homepage is not customized to introduce the reader to the portfolio owner by and/or is missing a biography, philosophy statement, photos, and/or other relevant elements.</p> <p>Design elements, including font, color, graphics, tables, charts, effects, etc. distract from or interfere with the portfolio content.</p> <p>Embedded and inserted multimedia content (i.e., images, videos, presentations, text, etc.) and hyperlinks are not included or those included present irrelevant digital content.</p> <p>Work is not appropriately referenced nor cited.</p>	<p>The completed portfolio site is somewhat professional in appearance.</p> <p>The site structure, including layouts, is somewhat easy to access, navigate and engage by users. A consistent format extends from page to page. for most pages</p> <p>is customized to introduce the reader to the portfolio owner but is missing a biography, philosophy statement, photos, and/or other relevant elements.</p> <p>Design elements, including font, color, graphics, tables, charts, effects, etc. enhance, but partially distract from or interfere with the portfolio content.</p> <p>Embedded and inserted multimedia content (i.e., images, videos, presentations, text, etc.) and hyperlinks intermittently present relevant digital content.</p> <p>Some work is appropriately referenced and cited.</p>	<p>The completed portfolio site is professional in appearance.</p> <p>The site structure, including layouts, is easy to access, navigate and engage by users. A consistent format extends from page to page.</p> <p>The homepage is customized to introduce the reader to the portfolio owner by including a biography, philosophy statement, photos, or other relevant elements.</p> <p>Design elements, including font, color, graphics, tables, charts, effects, etc. enhance and do not distract from or interfere with the portfolio content.</p> <p>Throughout the portfolio embedded and inserted multimedia content (i.e., images, videos, presentations, text, etc.) and hyperlinks present relevant digital content.</p> <p>All work is appropriately referenced and cited.</p>
<p><b>Writing Mechanics</b></p>	<p>Multiple errors in grammar, capitalization, punctuation, and spelling which significantly interfere with communication and comprehension of content.</p>	<p>Errors exist in grammar, capitalization, punctuation, and spelling which distract from the comprehension of content.</p>	<p>No errors exist in grammar, capitalization, punctuation, spelling that impact comprehension of content.</p>

## Panel Feedback

<b>ACT II Candidate:</b>	<b>Panel Date</b>
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Commendations			
Content Revisions / Additions			
Design or Grammar Revisions/Additions			
ePortfolio Requirements	<input type="checkbox"/> Current resume (within this year) <input type="checkbox"/> Two current letters of recommendation (within this year)	<input type="checkbox"/> Statement of Educational Philosophy <input type="checkbox"/> Professional Learning Reflections	<input type="checkbox"/> CPSEL (initial, mid-program, final) Self- Assessments <input type="checkbox"/> Page for each CPSEL with evidence <input type="checkbox"/> _____

**CANDIDATE NAME:**

## CULMINATING LEADERSHIP PRESENTATION RUBRIC

Not Met (Revisions Required)	Partially Proficient (Revisions Possible)	Proficient
<b>CRITERION: DEMONSTRATE GROWTH IN LEADERSHIP</b>		
<p>Candidate does not clearly articulate the growth and development of his/her leadership in the past two years. Makes limited or no connections to the CPSEL.</p> <p>Candidate grounds his/her growth in a few measurable data points that align to the language of “meets standard” on the CPSEL continuum.</p> <p>Candidate rarely reflects on his/her actions as a leader and the impact on the community.</p> <p>Candidate uses little quantitative and qualitative evidence to support reflections.</p> <p>Candidate rarely critiques own work.</p> <p>Candidate rarely provides suggestions for constructive practical alternatives or next steps.</p>	<p>Candidate partially articulates the growth and development of his/her leadership the past two years, makes limited connections to the CPSEL.</p> <p>Candidate grounds his/her growth in some measurable data points that align to the language of “meets standard” on the CPSEL continuum.</p> <p>Candidate provides a limited reflection on his/her actions as a leader and the impact on the community.</p> <p>Candidate uses limited or surface quantitative and qualitative evidence to support reflections.</p> <p>Candidate partially critiques own work.</p>	<p>Candidate clearly articulates the growth and development of his/her leadership in the past two years, through the lens of at least one of the CPSEL.</p> <p>Candidate grounds his/her growth in multiple measurable data points that align to the language of “meets standard” on the CPSEL continuum.</p> <p>Candidate deeply reflects on his/her actions as a leader and the impact on the community, using a lens of an equity leader.</p> <p>Candidate uses multiple quantitative and qualitative evidence to support reflections.</p> <p>Candidate fully critiques own work.</p> <p>Candidate provides suggestions for constructive practical alternatives or candidate’s next steps in this leadership areas.</p>

	Candidate provides limited suggestions for constructive practical alternatives or next steps.	
<b>CRITERION: PRESENTATION DESIGN</b>		
<p>Candidate presentation is minimally/ not engaging, coherent, organized.</p> <p>The audience cannot easily identify the message and key points of learning for the candidate.</p> <p>Visual design rarely enhances and compliments the content and might detract.</p>	<p>Candidate presentation is partially engaging, coherent, organized.</p> <p>The audience can partially identify the message and key points of learning for the candidate.</p> <p>Visual design partially enhances and compliments the content.</p>	<p>Candidate presentation is engaging, coherent, organized.</p> <p>The audience can easily identify the message and key points of learning for the candidate.</p> <p>Visual design of any supporting slides/screens enhances and compliments the content.</p> <p>Visuals are prepared in advance for presentation.</p>

<b>CRITERION: PRESENTATION DELIVERY</b>		
<p>Candidate is not clear and complete in answering questions from the panel.</p> <p>Candidate is rarely poised, articulate, enthusiastic, confident.</p> <p>Candidate rarely uses proper volume and a steady rate.</p>	<p>Candidate's answers to panel questions are partially clear and complete.</p> <p>Candidate is partially poised, articulate, enthusiastic, confident.</p> <p>Candidate partially uses proper volume and a steady rate.</p>	<p>Candidate is clear and complete in answering questions from the panel.</p> <p>Candidate is poised, articulate, enthusiastic, confident.</p> <p>Candidate uses proper volume and a steady rate.</p>

Panel Comments for Candidate

# San Mateo County Office of Education Board Policies

# Santa Cruz County Office of Education Board Policies

## 1000: Community Relations

- 1312 Complaint Procedures
  - BP 1312 Complaint Procedures
  - AR 1312 Complaint Procedures Handbook

## 2000: Administration

- 2520 Official Calendar

## 4000: Personnel

- 4119 Sexual Harassment - Personnel
- 4510 Equal Employment Opportunity
- 4512 Recruitment and Selection of Staff

## 5000: Students

- 5280 Student Records

## Policy Series 0000: Philosophy, Goals, Objectives, Comprehensive Plans

- 0410 Nondiscrimination in COE Programs and Activities

## Policy Series 1000: Community Relations

- 1312.3 Uniform Complaint Procedures