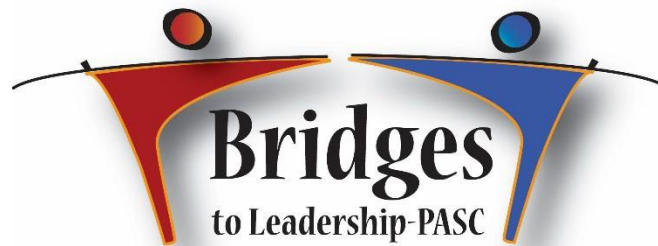


Madera County Superintendent of Schools

Bridges to Leadership

Preliminary Administrative Services
Credential Program – Intern Pathway



PROGRAM HANDBOOK

*for Bridges to Leadership PASC Program Candidates
on the Intern Pathway*

Tricia M. Protzman – Madera County Superintendent of Schools

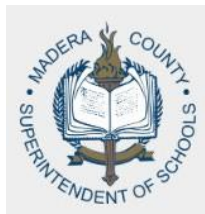




TABLE OF CONTENTS

Staff Directory3
 Vision...4
 Mission Statement.....4
 Program Learning Outcomes4
 Accreditation... 4
 California Intern Administrative Services Credential... 5
 California Administrator Performance Expectations 6-7

Academic Program

Program Elements

Adult Learning Theory.....9
 Candidate Requirements.....9
 Phase 1: Application & Acceptance.....9
 Phase 2: Development.....9
 Phase 3: Program Completion.....9
 California Administrator Performance Assessment (CalAPA)..... 10-11
 Curriculum12
 Course Descriptions 12-13
 Threaded Discussions..... 13
 Reflective Writing... 13-14
 Fieldwork, Fieldwork Supervisor..... 14
 Thought Partner Activities 14
 Professional Learning – Self-selected 14
 Job Shadowing... 15
 CAPE-aligned Leadership Reflection and Exit Interview 15
 Standards-Based Reporting Process.....16
 Assignment Submission 17
 Support17
 Policy for using AI for Assignments & Assessments.....18
 Evaluation of Program18

General Policies

Acts of Dishonesty.20
 Business Office Procedures.....20
 Disability20
 Ethical Principles Professional Responsibilities..... 20-21
 Participation.....21
 Incomplete Course Work 21-22
 Extension Request.....22
 Grievance and Appeals Process22

Appendix

Fieldwork Supervisor Agreement Appendix A
 Fieldwork Supervisor Candidate Evaluation... Appendix B
 Extension Request Form Appendix C
 Adult Learning Theory..... Appendix D



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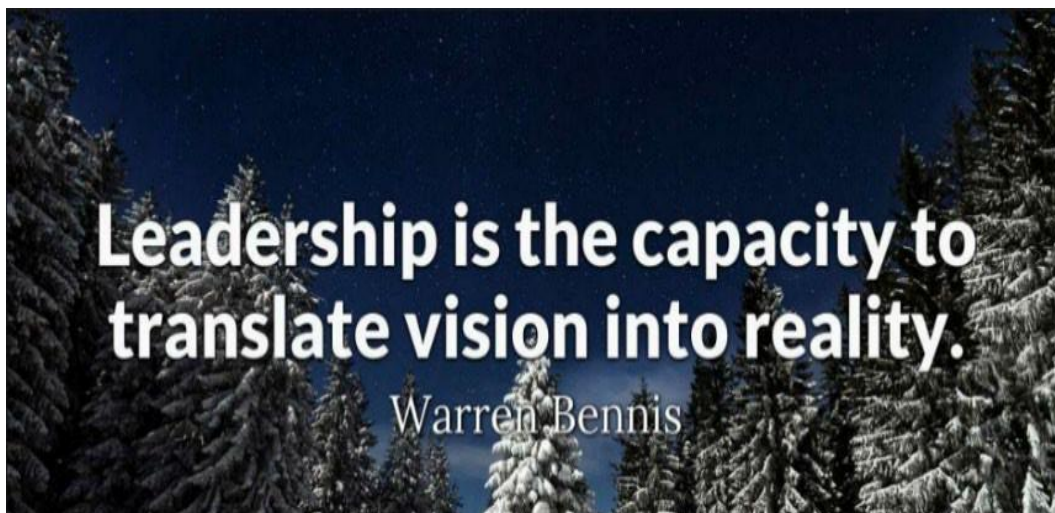
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Welcome to
Bridges to Leadership
PASC Program

Sponsored by Madera County Superintendent of Schools

Vision

The Bridges to Leadership-PASC program’s vision is to impact the field of education with school leaders who:

- are equity-driven and embrace diversity
- value the importance of relationships that are supportive and compassionate while promoting courageous leadership
- emphasize a challenging collaborative environment that is engaging, thought-provoking and supports innovative practices through reflective measures
- continue to adapt to ensure learning opportunities are current, relevant, data-driven and researched-based

Mission Statement

The purpose of the Bridges to Leadership-PASC program is to prepare equity-focused instructional leaders who:

- establish and support an inclusive and just school culture that meets the needs of all students
- build the capacity of all educational partners
- value individual assets and needs

Program Learning Outcomes

The Bridges to Leadership, PASC Program provides relevant, cohesive and comprehensive curriculum which utilizes the six standards of the California Administrator Performance Expectations (CAPE).

Accreditation

Bridges to Leadership, PASC is approved and accredited by the California Commission on Teacher Credentialing (CCTC). We were reviewed by the CCTC in the fall of 2025 and received accreditation through 2032.



Preliminary Administrative Services Credential - Intern Pathway

An intern preliminary administrative services credential is issued to a candidate who verifies an offer of employment in an administrative position and verification of five years of credentialed and/or field experience. A recommendation for a preliminary administrative services credential is issued when all program requirements have been completed.

Individuals must satisfy all the following requirements *prior* to program enrollment:

1. Possess a valid prerequisite credential.
2. Satisfy the basic skills requirement through passing the California Basic Educational Skills Test (CBEST) or other appropriate options, including coursework and/or assessments.
3. Complete five years of experience of full-time teaching or other appropriate options.
4. Verification of offer of employment in an administrative position*

** An individual who has completed these four requirements will be recommended for an intern preliminary service credential. Upon completion of all program requirements, the candidate will be recommended for a preliminary services credential. The intern candidate will apply for the preliminary credential by submitting an application (form 41-4), a Verification of Employment Form (CL-777), and the current processing fee to the California Commission on Teacher Credentialing (CTC) office.*



California Administrator Performance Expectations

Overview of the California Administrator Performance Expectations (CAPE)

The CAPE were developed to be parallel in structure and in format to the TPEs. The CAPE were structured to reflect an operational perspective on the leadership job role and responsibilities of a California public school administrator and are arranged in a possible order of priority or emphasis.

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. California leaders recognize, respect, and employ each student's strengths, experiences, and culture as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status to support the learning of every child.

Throughout this set of CAPE, reference is made to "all students" or "all TK-12 students." This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the CAPE.



CALIFORNIA ADMINISTRATOR PERFORMANCE EXPECTATIONS (CAPE)

1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION

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

- 1A: Developing a Student-Centered Vision of Teaching and Learning
- 1B: Developing a Shared Vision and Community Commitment
- 1C: Implementing the Vision

2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

- 2A: Personal and Professional Learning
- 2B: Promoting Effective Curriculum, Instruction, and Assessment
- 2C: Supporting Teachers to Improve Practice
- 2D: Feedback on Instruction

3: MANAGEMENT AND LEARNING ENVIRONMENT

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

- 3A: Operations and Resource Management
- 3B: Managing Organizational Systems and Human Resources
- 3C: School Climate
- 3C: Managing the School Budget and Personnel

4: FAMILY AND COMMUNITY ENGAGEMENT

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

- 4A: Parent and Family Engagement
- 4B: Community Involvement

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.

- 5A: Reflective Practice
- 5B: Ethical Decision-Making
- 5C: Ethical Action

6: EXTERNAL CONTEXT AND POLICY

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

- 6A: Understanding and Communicating Policy
- 6B: Representing and Promoting the School



ACADEMIC PROGRAM



PROGRAM ELEMENTS

Adult Learning Theory

The theoretical underpinnings of this program are adult learning theory; schools as complex systems; organizational culture; change theory; standards-based systems for assessment, instruction, and curriculum; Cognitive CoachingSM, dialogue and reflective practice; equity and access for all candidates; and inquiry for action. **Appendix D** has a description of some elements of Adult Learning Theory that are incorporated into the *Bridges to Leadership, PASC* program.

Candidate Requirements

Phase I: Application & Acceptance	Phase 2: Development	Phase 3: Program Completion
<ul style="list-style-type: none"> Application Three written responses Resume Letter of interest Copy of appropriate clear credential Verification of meeting the Basic Skills Requirement (BSR) Verification of 5 years of appropriate experience Credential Recommendation Form Signed acceptance agreement Signed payment plan Deposit payment 	<ul style="list-style-type: none"> Orientation Six core courses Job Shadowing real-world experiences Self-selected Professional Learning Three CalAPA leadership cycles CAPE-aligned Leadership Reflection and Exit Interview 	<ul style="list-style-type: none"> Completion of all coursework Completion of 20 hours of job shadowing and one reflective paper Completion of 15 hours of self-selected Professional Learning Successful submission and passing of all three CalAPA cycles Fieldwork Supervisor Evaluation Form CAPE-aligned Leadership Reflection and Exit Interview All fees paid in full



California Administrator Performance Assessment (CalAPA)

<https://www.ctcexams.nesinc.com>

Every candidate enrolled in a PASC program must submit and pass all three cycles of the CalAPA.

The CalAPA is structured around three full leadership cycles of *investigate*, *plan*, *act*, and *reflect*. Each of these four steps will be addressed by each cycle, with candidates providing evidence of leadership practice for each step. Acceptable evidence may be in a variety of forms, including video recordings and written narrative.

Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

This cycle focuses on analyzing multiple sources of school site/district data for the purpose of identifying equity gaps to inform an initial draft plan for equitable improvement in line with the school's vision and mission. Within the cycle of investigate, plan, act, and reflect, you will collect and analyze multiple sources of longitudinal quantitative and qualitative data. In addition, you will conduct an equity gap analysis to identify potential causal factors, all culminating in a problem statement defining a specific educational need related to equity. Based on your investigation and data analysis, you will develop strategies for equitable school improvement and identify resources needed to implement these strategies aligned with the school's shared vision of equitable learning opportunities for all students. At the conclusion of this leadership cycle, you will reflect on your capacity to analyze data to inform school improvement and promote equity for all students.

Leadership Cycle 2: Facilitating Communities of Practice

This cycle focuses on facilitating collaborative professional learning within a community of practice for the purpose of improving teaching and student learning or well-being. Within the cycle of investigate, plan, act, and reflect, you will identify and work with a small group of educators to identify a problem of practice and select an approach for working together. Additionally, the group will identify an evidence-based strategy to address the problem of practice that will strengthen and increase equitable learning opportunities for all students. As part of the cycle, you will reflect on how your facilitation supports the group to address the problem of practice, and how you responded to the group's feedback on your facilitation and on your ability to support the professional learning of the community of practice.



Leadership Cycle 3: Supporting Teacher Growth

This cycle focuses on coaching an individual teacher to improve teaching and learning. Within the cycle of investigate, plan, act, and reflect, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you will coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation, and a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and leader.

Supporting Success in meeting the expectations of the CalAPA Cycles

The Bridges to Leadership Program will provide assistance to all candidates as they work through all three cycles. Each cycle will have a Blackboard course devoted to providing the resources necessary to be successful, along with an assigned CalAPA Cycle Lead Instructor.

CalAPA Placement Policy - Candidates who currently work in a K-12 setting are encouraged to complete the CalAPA at their own site. Candidates who are not at a K-12 (district office, county office) are expected to find a K-12 setting. If a candidate is unable to find a K-12 setting the cohort supervisor will assist in identifying a setting that will allow for completion of the CalAPA.

Coursework will ensure candidates are provided the appropriate support and feedback required for candidates to understand how to successfully meet standard prior to submission to the online assessment platform.

In the rare case a candidate does not pass on their first submission, the Bridges to Leadership Program will provide individualized coaching to provide the candidate with the necessary support to earn a passing score.



Curriculum

The ***Bridges to Leadership, PASC*** coursework is designed to ensure the ongoing infusion of foundational issues and relevant theories with school-site professional practices. The coursework is a combination of written work, fieldwork, and threaded discussions. The curriculum is based on the California Administrator Performance Expectations (CAPE) and is divided into six core courses.

- Culturally Conscious Leadership
- Culture of Teaching and Learning
- Management of the School in Service of Teaching & Learning
- Personal Ethics and Leadership Capacity
- Shared Vision of Learning
- Social, Political, Legal, Economic, & Cultural Understanding

Special attention is placed on rigorous, results-based, interrelated learning experiences. The sequence development is a balance between theory and practice. Additional program components include Orientation, Job Shadowing, Self-selected Professional Learning, and a culminating CAPE-aligned Leadership Reflection and Exit Interview.

Course Descriptions

Culturally Conscious Leadership provides a solid foundation for understanding equity, adapting to differences, and embracing diversity. This course guides candidates through a personal process of moving towards cultural proficiency through a gained knowledge of what cultural proficiency means in practice. Through this journey of personal growth candidates will learn how to lead a learning organization toward becoming culturally proficient.

Culture of Teaching and Learning is the central course for instructional leadership. In this course, candidates develop an understanding of the rationale for the components of standards-based curriculum and instruction. This course is designed to provide an opportunity for candidates to learn how to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and staff professional growth in a standards-based system of learning. Opportunities are provided to help candidates understand how to lead and facilitate a collaborative process in applying learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instructional units and assessment processes. Candidates will engage in the teacher observation process utilizing a three-phase coaching model.

Management of the School in Service of Teaching and Learning focuses on using differentiated strategies to support a "systems thinking" approach, high quality instruction and methods to plan for continuous improvement. Candidates are introduced to data driven decision-making strategies, and its applications of various assessment tools and systems, aligned to local, state, and federal accountability systems.



Personal Ethics and Leadership Capacity develops the candidate's ability to model integrity and justice while learning and applying a variety of decision-making and problem-solving strategies. Effective communication of shared decision-making outcomes to stakeholders is a critical aspect of this course while at the same time developing a candidate's ability to inspire and motivate others. This course has a strong focus on the development of interpersonal relationships.

Shared Vision of Learning teaches candidates how to develop a shared vision of student achievement in the school plan. Additionally, candidates learn how to link improved teaching strategies to school-wide and community-wide priorities. From this initial building of a shared vision, candidates develop a theory of action directed at getting to the shared vision by ensuring that relevant student data are available and examined regularly. Finally, candidates learn and apply strategies for guiding, motivating, delegating and building consensus among diverse constituencies in the school and community.

Social, Political, Legal, Economic, and Cultural Understanding expands on the candidate's understanding of the larger context in which schools, and therefore instruction, operate. In this course candidates will learn and experience how leaders use their understanding of local, state and federal laws to shape policies that lead to the success of all students and staff. Candidates will develop a deeper understanding of the Local Control Funding Formula and the Local Control Accountability Plan in alignment to the Single Plan for Student Achievement and how these support student success. Candidates closely examine legal issues, court cases, board policies, bargaining unit contracts, and local laws that impact schools and districts.

Threaded Discussions

Threaded discussions are online discussions that exist among the instructor, candidates and their peers. These asynchronous conversations (discussion forums) catapult students into focused discussions that allow for exchanges of opinions and information. The instructor has the ability to monitor these dialogues and participate when needed by proposing further questions for discussion or removing potential roadblocks that inhibit the process. Each candidate is required to post an initial response to the threaded discussion and two additional responses to their peers' posts. Substantive posts should be thoughtful and encourage further discussion. Responses to peers' posts will demonstrate understanding of the week's learning and include more than "I agree," "Good post," etc.

Reflective Writing

Our emphasis on reflective writing is to guide the candidate in making meaningful personal connections between leadership theory and practice. Reflective writing is analytical and interpretive in nature as opposed to purely descriptive writing. For example, a candidate writing a reflection related to a specific leadership standard would briefly describe their ***Bridges to Leadership, PASC*** experiences and then focus on interpreting the leadership lessons and implications for their current leadership role gained as a result of the experience.



Fieldwork

Fieldwork assignments are an integral part of the Bridges to Leadership program and are designed to deepen learning and promote reflective practice. Through fieldwork assignments, candidates apply the principles learned and practiced in each course. Fieldwork is intended to provide candidates with hands-on experience with the guidance of their fieldwork supervisor. The fieldwork provides opportunities for the candidate to develop leadership knowledge and skills. Fieldwork assignments are embedded throughout the program and are assigned in every course and the culminating leadership project.

Fieldwork Supervisor Selection

Appendix A

The Fieldwork Supervisor shall work with the candidate in mentoring and providing activities which meet the requirements of course work and job shadowing. The Fieldwork Supervisor must meet the following criteria:

1. Hold a clear administrative credential,
2. Have completed a minimum of three years of experience as a school administrator, and
3. Be trained in coaching (preferred)

At the end of the program, the Fieldwork Supervisor will complete an evaluation, **Appendix B**, of the candidate's level of proficiency for the CAPE for their current or future school site leadership role.

Thought Partner Activities with Journal Entries for Online Courses

Candidates will have Thought Partner assignments due in both week three and four that will require them to work with a team of peers to grapple with a real-world issue aligned to the weeks' learning outcomes. Within each course, Thought Partner teams and contact information is provided. After engaging with required materials and resources, candidates collaborate with their thought partners, then individually reflects on the Team's learning through completing an online journal prompt. Candidates unable to engage in these conversations with their assigned partners will be required to have a conversation with their fieldwork supervisor and include that reflection in their journal entry.

Professional Learning – Self-selected

The professional learning component of the program provides candidates an opportunity to enhance their leadership knowledge, collaborate with other educational leaders across the state, and dive into new practices and strategies that will aid in their journey to becoming an equity-driven school site leader. You will self-select your own professional learning opportunities, but the focus must be in the areas of Equity Instructional Leadership, Management of the School, and School-wide Data Analysis.



Job Shadowing

Each candidate must complete 20 hours of job shadowing during this program. The candidate will meet with their fieldwork supervisor to plan and schedule job shadowing opportunities. The administrators you shadow should work at the site level and have varied responsibilities. Candidates should seek opportunities to job shadow at multiple school sites at both the Elementary and Secondary levels. The purpose of job shadowing is to “walk in the shoes” of a practicing school administrator. Planning your time with the administrators you will shadow is vital to see and experience the day-to-day activities of a successful school administration. If permissible, you should play an active role in those activities that occur during your time with the administrator. At the conclusion of your shadowing, plan a debrief meeting to discuss your observations and ask questions. The candidate will choose just one of their job shadowing experiences to write a reflective paper on how that experience will impact their future leadership role as a school site administrator. A reflection template is provided based on Gibbs’ Model of reflection, along with a detailed set of directions on how to use this model.

CAPE-aligned Leadership Reflection and Exit Interview

Within the Foundations course, Candidates will find all the information needed to prepare for the culminating CAPE-aligned Leadership Reflection and Exit Interview. Designed as a mock administration job interview, you will prepare responses to several multi-part prompts aligned with the California Administrative Performance Expectations (CAPE) and then participate in a mock panel interview. The panel typically includes your Fieldwork Supervisor and Bridges to Leadership staff. The interview will allow you to demonstrate the learning, knowledge, and skills you have gained throughout this PASC program, specifically as they relate to the CAPE. The Leadership Exit Interview is intended to be a confirmation of your readiness to continue in a site-level administrative position. Your Leadership Exit Interview will be individually scheduled near the end of your program when it is determined that you have met standard for all components of the program.



STANDARDS-BASED REPORTING PROCESS

The Bridges to Leadership, PASC program models a standards-based system. Candidates will be assessed based on their performance in meeting standard on the California Administrator Performance Expectations (CAPE). Performance reports for each course will be based on demonstration of competencies of the standard's elements for each course.

<p style="text-align: center;">Core Coursework</p> <p style="text-align: center;">Written Assignments, Fieldwork Assignments, Job Shadowing Reflections</p> <p style="text-align: center;">Exceeds/Meets/Approaching/ Does Not Meet Standard</p> <p style="text-align: center;">Feedback provided to support candidates in meeting standard.</p> <p style="text-align: center;">Assessed by Instructors</p>	<p style="text-align: center;">CAPE-aligned Leadership Reflection & Exit Interview</p> <p style="text-align: center;">Summative Self-Assessment</p> <p style="text-align: center;">Meets/Does Not Meet Standard</p> <p style="text-align: center;">Feedback provided to support Candidates in future growth</p> <p style="text-align: center;">Strengths & Areas of Growth Assessed by Candidate</p>
<p style="text-align: center;">Job Shadowing</p> <p style="text-align: center;">Log signed by Fieldwork Supervisor</p> <p style="text-align: center;">Meets/Does Not Meet Standard</p> <p style="text-align: center;">List of core course aligned job shadowing experiences</p> <p style="text-align: center;">Assessed by Cohort Supervisors</p>	<p style="text-align: center;">Professional Learning</p> <p style="text-align: center;">Log signed by Fieldwork Supervisor Attendance Evidence Submitted</p> <p style="text-align: center;">Meets/Does Not Meet Standard</p> <p style="text-align: center;">List of Leadership-aligned Professional Learning events</p> <p style="text-align: center;">Assessed by Cohort Supervisors</p>
<p style="text-align: center;">CalAPA Course Connection</p> <p style="text-align: center;">Cycle 1 – Analyzing Data to Inform School Improvement and Promote Equity <i>Shared Vision of Learning, Culturally Conscious Leadership</i></p> <p style="text-align: center;">Cycle 2 – Facilitating Communities of Practice <i>All courses</i></p> <p style="text-align: center;">Cycle 3 – Supporting Teacher Growth <i>Culture of Teaching and Learning</i></p>	



Assignment Submission

All assignments must be submitted by the established due date. All course assignments **MUST** meet standard no later than two weeks after the conclusion of the course. If coursework does not meet standard within this time frame the candidate and Program Director(s) will confer to develop a **plan of action** and additional support will be provided. If, after an action plan has been established and the work still does not meet standard by the last class day of the following course, then the candidate may be required to repeat the course with another cohort (additional expense will be incurred) or be assigned another course of action deemed appropriate by the Program Director(s). The candidate is responsible to contact the Program Director(s) to make arrangements to make up the course and arrange for payment. Payment must be made prior to participating in the online make-up class. If a candidate is still deemed unsuccessful following a time extension, the candidate may be exited from the program. **All assignments will be submitted online through Blackboard.**

Support

Each Intern Candidate will be assigned a Bridges to Leadership Administrator as their Intern Supervisor. Intern Supervisors will guide candidates through the processes necessary to complete the program. The Bridges to Leadership PASC Program – Intern Pathway support team includes: Directors, Cohort Supervisors, Fieldwork Supervisors, Instructors, and the Madera County Superintendent of Schools' Fiscal and IT Departments. This team of Bridges to Leadership PASC members review the progress of each candidate and provides support and assistance as needed, in addition to communicating progress to Intern Candidate's direct supervisor. Data used to identify needs include: overall academic progress and equity-driven leadership skill development of candidates, assignment quality, program timelines, frequency of coaching sessions, quality of reflective analyses, feedback from instructors, accumulation of job shadow and professional learning experiences and reflections, and connectivity.

- **Instructors:** Responsible for providing the required core curriculum, model a standards-based system and establish and model a professional learning community. Instructors will provide access to interactive learning experiences while monitoring participation and completion of the online learning components. Instructors will also provide candidates with opportunities for fieldwork experiences that are embedded in their coursework. In addition, instructors will provide extra support to those candidates needing assistance in meeting standard.
- **Intern Supervisor:** Oversee the development and implementation of the Bridges to Leadership Program – Intern Pathway. The Intern Supervisor will assist in monitoring the candidates' progress throughout the program on a regular basis. Intern Supervisors can meet one-to-one with candidates that need extra support to understand the expectations of the program, component, or assignment.
- **Fieldwork Supervisors:** Provide support to their Intern Candidate *throughout* the entire program with fieldwork assignments and to provide the mentorship necessary to help the candidate to grow and develop into an effective administrator while they currently serve in an administrative role. They will assist candidates in making connections between program theory and real-world experiences. The candidate will be assigned a qualified Fieldwork Supervisor by their district/site. Fieldwork supervisors will provide candidates with access to resources, sites, and provide introductions to possible administrators at various K-12 settings for job shadowing.



Policy for using AI for Assignments & Assessments

As future educational leaders, your ability to think critically, reflect meaningfully, and grow in your practice is essential both for your own development and for the success of your future schools, teachers, and students. With that in mind, I want to clarify expectations around the use of Artificial Intelligence (AI) in this course. First, AI is a tool, not a shortcut. AI tools (like ChatGPT) can be helpful for:

- Brainstorming ideas
- Generating outlines
- Refining writing (e.g., clarity, grammar, tone)
- Getting feedback or suggestions during the drafting process

However, AI should **not** be used to write your assignments for you. Copying and pasting AI-generated content into an assignment without significant personal input is considered unethical. Doing so hinders your growth as an aspiring administrator and prevents you from developing the essential skills needed to pass the CalAPA and lead a school with confidence.

Instructors are often able to recognize AI-generated work. Patterns such as similar sentence structures, repeated phrasing across student submissions, generic or overly formal language, and lack of personal voice are clear indicators. When several candidates' assignments start sounding the same, it raises concern.

If an assignment is found to be primarily AI-generated:

- You will be asked to revise and resubmit your work.

Please review the chart of ethical versus unethical uses of AI.

Ethical Use	Unethical Use
Using AI to brainstorm topic ideas	Submitting an AI-generated response as your own
Asking for help clarifying assignment directions	Copying/pasting AI-generated lesson plans or reflections
Using AI to improve grammar or word choice	Letting AI summarize learning resources without reading them
Getting feedback on tone or organization	Using AI to complete peer responses or reflections without reading materials

Remember, these assignments are designed to prepare you for the CalAPA and your future role as an effective and reflective school administrator. Your authentic effort matters. If you're unsure whether your use of AI is appropriate, please ask, our instructors are happy to help guide you.

Evaluation of Program

Ongoing program evaluation is an integral part of the Bridges to Leadership PASC – Intern Pathway program. Surveys are administered to candidates to collect data on program quality and effectiveness. Some of the evaluation methods are identified below:

- End-of-course evaluations by candidates
- End of program evaluations by candidates
- Feedback from instructors on evidence of student growth toward meeting standard



GENERAL POLICIES



Acts of Dishonesty

All candidates participating in the **Bridges to Leadership, PASC** program are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, falsification of records or documents, personal misrepresentation, theft, and evasion of program financial obligations will not be tolerated and may end in dismissal from the program.

Business Office Procedures

1. Tuition Refund Policy
 - a. Refunds are not available on deposits.
 - b. Refunds are not available for courses once classes begin.
2. Candidates who are not able to participate in a particular course due to personal or family illness, maternity or paternity leave, death in 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 program directors if an issue is preventing him/her from completing course assignments or attend classes.

Disability

Candidates with disabilities are eligible for reasonable accommodations in their academic work in this program. In order to receive assistance, the candidate with a disability must provide documentation that describes the specific disability. The documentation must be from a qualified professional in the areas of the disability (i.e. psychologist, physician or educational diagnostician). Candidates with disabilities should contact **Bridges to Leadership, PASC** Program Director 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. Special needs may include physical disabilities or learning disabilities.

Ethical Principles Professional Responsibilities – Code of Conduct

An educational leader's professional conduct must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by key educational partners including the community, professional associates, families, and students.

The educational leader acknowledges that he or she serves the schools and community by providing equitable educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for all students.



To these ends, the educational leader subscribes to the following statements of standards.

The educational leader:

1. Makes the education and well-being of students the fundamental value of all decision making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state and national laws.
5. Advises the school board and implements the board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
7. Avoids using his/her position for personal gain through political, social, religious, and economic or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.
12. Commits to serving others above self.

Participation

Those participating in the **Bridges to Leadership, PASC – Intern Pathway** program will engage in learning activities in a consistent and regular basis. By participating in this manner candidates will be able to thoughtfully and meaningfully engage in collaborative discussions and tasks to ensure enhanced learning for themselves and other cohort members. Instructor facilitation, presentations, online exercises, and discussions are essential parts of the educational experience for each class. Therefore, candidates must make every effort to participate in all sessions. Promptness will have a direct impact on learning, performance, and grades. Candidates who miss assigned sessions, online or face-to-face, will be assigned additional work to make up the missed interactive experiences.

During each course candidates will engage in individual and collaborative learning exercises. These collaborative opportunities will be valuable opportunities to learn with your fellow cohort members throughout the learning process.

In case of an emergency, please contact the Program Directors should you be unable to meet the expected participation requirements.

Incomplete Course Work

All assignments must be submitted by the established due date. All course assignments **MUST** meet standard no later than two weeks after the conclusion of the course. If coursework does not meet standard within this time frame the candidate and Program Director(s) will confer to develop a plan of



action and additional support will be provided. If, after an action plan has been established and the work still does not meet standard by the last class day of the following course, then the candidate may be required to repeat the course with another cohort (additional expense will be incurred) or be assigned another course of action deemed appropriate by the Program Director(s). The candidate is responsible to contact the Program Director(s) to make arrangements to make up the course and arrange for payment. Payment must be made prior to participating in the online make-up class. If a candidate is still deemed unsuccessful following a time extension, the candidate may be exited from the program.

Extension Request

Appendix C

We understand that life's circumstances may make it difficult for some candidates to complete the program within their scheduled cohort timeline. We offer our candidates the opportunity to apply for an extension that allows them to re-enroll with another cohort within 6 months from the date of the extension request at no additional charge. Candidates who return after the 6-month period or apply for more than one extension will be assessed a non-refundable re-enrollment fee of \$250. This fee must be paid prior to the enrollment in any new cohort courses.

All Intern Candidates employers will be notified of any submitted Extension Request.

In addition, once the 6-month deadline passes, and if the program tuition has increased, a revised payment plan will be provided for the candidate's signature prior to re-enrollment.

See Extension Request form, Appendix C, for the criteria to apply for an extension.

Grievance and Appeals Process

Should the candidate question prerequisites for program participation, program requirements, participation hours, special needs provisions, anti-discrimination policy, program extension request rationale, and/or denial of Preliminary Administrative Services Credential/ Added Authorization, the following process will be implemented:

Step 1: The candidate will submit his/her grievance in writing to the Program Director.*

Step 2: Following review of the grievance, the Program Director will confer with the candidate to attempt to resolve the issue within two weeks of receiving the written concern.

Step 3: If a satisfactory resolution cannot be reached, the Program Director, candidate, and Director will meet to review the grievance.

Step 4: If a satisfactory resolution cannot be reached, the Program Director will meet with the Program Administration Team to review the grievance, the proposed resolution, and make a final decision regarding the grievance.

Step 5: The decision of the Program Administrator Team will be final; a written decision will be forwarded to the candidate within seven days following the Team meeting.

**Grievances regarding instruction/grading must begin with the instructor.*



Bridges to Leadership
 Preliminary Administrative Services Credential
 Fieldwork Supervisor Agreement

Appendix A

Participant Name _____ Cohort _____

Fieldwork Supervisor Name _____ Phone Number _____
 Address _____ City _____ Zip _____
 Email _____ District/Site _____
 Current Position _____

Fieldwork Supervisor Qualifications:

1. Possesses Clear Administrative Services Credential
2. Three years of administrative experience
3. Trained in coaching (Preferred)

By signing this agreement the Fieldwork Supervisor agrees to:

1. Support the Bridges to Leadership – PASC participant in understanding the role of an educational leader
2. Share skills and knowledge of successful educational practices
3. Provide support in locating and accessing resources
4. Foster open communication and dialogue
5. Meet with participant on a regular basis
6. Complete candidate evaluation form at the completion of the program

Responsibilities of a Fieldwork Supervisor	
Be a good listener	Presume positive intentions
Give constructive and timely feedback	Meet at scheduled times
Maintain a positive attitude	Encourage reflective dialogue
Provide constructive suggestions	Maintain confidentiality

Fieldwork Supervisor Signature _____ Date _____



Appendix B

**Bridges to Leadership-PASC
Fieldwork Supervisor Candidate Evaluation**

Candidate's Name: _____

Date: _____

Fieldwork Supervisor: _____

Position: _____

The candidate named above has completed his/her coursework and all subsequent fieldwork experiences for the Bridges to Leadership- Preliminary Services Credential program under your supervision. Please evaluate the candidate by completing this form. We appreciate your assistance in this regard.

Please use the following scale:

1 = Emerging 2 = Exploring 3 = Applying 4 = Integrating 5 = Innovating

Based on your observation and work with this candidate please circle the number that most accurately conveys how effective each of the California Administrative Performance Expectations (CAPEs) have been met by this candidate.

Category A: A Visionary Leadership

- 1. Develops and articulated a vision of teaching and learning. 1 2 3 4 5
- 2. Develops a shared commitment to the vision 1 2 3 4 5
- 3. Leads by example to promote the vision 1 2 3 4 5
- 4. Shares leadership with others in the school community 1 2 3 4 5

Category B: Instructional Leadership

- 1. Promotes implementation of standards, pedagogical skills, effective instructional practices and student assessments. 1 2 3 4 5
- 2. Evaluates, analyzes, and provides feedback of effective classroom instruction 1 2 3 4 5
- 3. Understands the school and community context 1 2 3 4 5
- 4. Communicates with the school community about outcomes and improvement goals 1 2 3 4 5



Category C: School Improvement Leadership

- 1. Works with other to identify student and school needs 1 2 3 4 5
- 2. Implements change strategies based on current, relevant theories 1 2 3 4 5
- 3. Identifies and uses human, fiscal and material resources 1 2 3 4 5
- 4. Institutes a collaborative, ongoing process of monitoring and revising growth plan 1 2 3 4 5

Category D: Professional Learning and Growth Leadership

- 1. Models life-long learning and professional growth 1 2 3 4 5
- 2. Helps teacher to improve professional practices through professional growth 1 2 3 4 5
- 3. Identifies and facilitates a variety of professional growth opportunities 1 2 3 4 5

Category E: Organizational and System Leadership

- 1. Understands/manages the interaction of all school systems 1 2 3 4 5
- 2. Develops, implements, and monitors school budget 1 2 3 4 5
- 3. Implements school law, guidelines, and other federal, state, and local regulations 1 2 3 4 5

Category F: Community Leadership

- 1. Represents and promotes school accomplishments and needs to stakeholders 1 2 3 4 5
- 2. Involves the community in helping school achieve school’s vision and goals 1 2 3 4 5

Other observations:

With this signature I verify that:

- A. The Candidate and I met to discuss the various fieldwork assignments
- B. I have provided regular and meaningful feedback for this candidate

Fieldwork Supervisor Signature _____ Date _____

Note: This evaluation will be submitted via Goggle Forms: <https://bit.ly/3kFSCE>



Extension Request Form

Appendix C

**Madera County Superintendent of Schools
Bridges to Leadership-PASC
EXTENSION REQUEST**

PRINT NAME (Last) (First) (Middle)

DATE COHORT

EMAIL TELEPHONE

Candidates who are unable to complete their coursework in the required 15 months may request an extension from the following approved list:

- Personal or family illness
- Maternity leave or family leave
- Death in the family
- Relocation due to job transfer

Comments:

Email this form to the attention of the Program Director: Btl@mcsos.org
Or by mail:

Madera County Superintendent of Schools
Bridges to Leadership
1105 South Madera Avenue
Madera, CA 93638

Status of Extension Request:	<input type="checkbox"/> Granted	<input type="checkbox"/> Not Granted
_____ Signature	_____ Date	



Appendix D

Adult Learning Theory

Malcolm Knowles (1978, 1990) is the theorist who brought the concept of adult learning to the forefront. He taught that adult learning was special in a number of ways:

- Adult learners bring a great deal of experience to the learning environment.
- Adults expect to have a high degree of influence on what and how they are to be educated.
- Adults need to see applications of new learning.
- Adult learners expect to have a high degree of influence on how learning will be evaluated.
- Adults expect their responses to be acted upon.

Speck (1996) notes that the following important points of adult learning theory should be considered when professional development activities are designed for educators:

- Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the adult learner's personal and professional needs.
- Adults want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence. Thus, professional development needs to give participants some control over the what, who, how, why, when, and where of their learning.
- Adult learners need to see that the professional development learning and their day-to-day activities are related and relevant.
- Adult learners need direct, concrete experiences in which they apply the learning in the real world.
- Adult learning has ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning.
- Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional development activities that allow the learner to practice the learning and receive structured, helpful feedback.
- Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences.



-
- Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the professional development planning.
 - Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained.

Some adults approach educational settings with anxiety and feelings of high or low self-efficacy. Their approach to new learning contexts can be influenced by how they appraise or evaluate their new experience. For example, given two adults in a classroom where an exercise is about to begin, one individual may interpret the exercise in a way that leads to a feeling of 'excitement', while the other person interprets the exercise in a way that leads to the feeling of 'embarrassment'. It is self-evident that the way the individual interprets the situation and the subsequent emotion that arises, will affect the kind of action the individual is to take.

Additional theories for consideration while designing professional development activities are:

- Sensory stimulation theory
 - Premise: effective learning occurs when senses are stimulated (Laird)
- Reinforcement theory
 - Premise: behavior is a function of its consequences (B. F. Skinner)
- Cognitive-Gestalt approaches
 - Premise: learning is a result of experience, meaning, and problem-solving
- Holistic learning theory
 - Premise: individual personality consists of many elements (intellect, emotions, desire, intuition, and imagination)
- Facilitation theory
 - Premise: learning occurs while being a facilitator (Carl Rogers)
- Experiential learning
 - Premise: continuous process of four stages which requires reflection (Kolb)
- Action learning
 - Premise: learning links action with reflection in a cooperative environment (Reg Revans)

Excerpted from: North Central Regional Education Laboratory, Adult Learning Theory and Oxford Centre for Staff and Learning Development, Theories of Learning