Madera County Superintendent of Schools

Bridges to Leadership
Preliminary Administrative Services Credential Program

PROGRAM HANDBOOK
for Bridges to Leadership PASC Program Candidates

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Leadership is the capacity to translate vision into reality.
Warren Bennis

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 review by the CCTC in the spring of 2018 and received accreditation until 2025.

California Preliminary Administrative Services Credential

Website: https://www.ctc.ca.gov/credentials/req-services

California has a two-tier credential structure. A preliminary credential is the first credential issued after an individual meets basic credential requirements. A clear credential is issued when all credential requirements have been completed.

Individuals must satisfy all the following requirements prior to the program sponsor formally recommending the candidate for the preliminary administrative services credential:

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. Complete a Commission-approved program of specialized and professional preparation in administrative services, aligned with the California Administrator Performance Expectations (CAPE), and successfully submit and pass all three cycles of the California Administrator Performance Assessment (CalAPA.)
5. Verification of offer of employment*

* *An individual who has completed these five requirements but does not have an offer of employment in an administrative position may apply for a Certificate of Eligibility, which verifies completion of all requirements for the preliminary credential and authorizes the holder to seek employment as an administrator. The Certificate of Eligibility has no expiration date. Once securing an offer of employment, the holder of a Certificate of Eligibility may apply for the preliminary credential by submitting an application (form 41-4), a Verification of Employment Form (CL-777), and 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 wellbeing. 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 Coaching^{SM}, 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
• Application • Three written responses • Resume • Letter of interest • Copy of clear teaching credential • Verification of meeting the Basic Skills Requirement (BSR) • Verification of experience • Letter of recommendation from evaluating supervisor • Signed acceptance agreement • Signed payment plan • Deposit payment	• Orientation • Six core courses • Course-specific synchronous sessions (online only) • Leadership coaching sessions (Face-to-Face only) • Job Shadowing real-world experiences • Three CalAPA leadership cycles • Equity-driven leadership reflection & presentation	• Completion of all coursework • Completion of all course-specific synchronous sessions (online only) • Completion of 15 hours coaching (Face-to-Face only) • Completion of 20 hours job shadowing and two reflective papers • Successful submission and passing of all three CalAPA cycles • Fieldwork Supervisor Evaluation Form • Leadership Presentation • All fees paid in full

California Administrator Performance Assessment (CalAPA)

https://www.ctcexams.nesinc.com

At its September 2013 meeting, the California Commission on Teacher Credentialing (CCTC) amended the requirements for earning a preliminary administrative services credential to include the passage of an administrator performance assessment.

In January 2017, the CalAPA released the pilot test for authorized programs throughout the state of California. Data was collected and the assessment revised based on feedback from the field. In the spring of 2018, the field test was released. From the data collected, and input provided the final version of the CalAPA was developed and ready for implementation in the fall of 2018.

Any candidate enrolled in a program after June 1, 2019 must pass all three cycles of the CalAPA. In other words, all candidates will submit, receive a score, and pass.

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. 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 Teacher. Candidates will be provided the appropriate support and feedback required to ensure Candidate understands how to 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 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 online coursework is designed to be 75% online instruction and 25% fieldwork.) The curriculum is based on the California Administrator Performance Expectations (CAPE) and is divided into six core courses.

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

Special attention is placed on rigorous, results-based, interrelated learning experiences. The sequence development is a balance between theory and practice. In addition, there is an Orientation, a requirement of Job Shadowing, and Equity-drive Leadership Reflective Presentation which are considered additional classes.

Course Descriptions

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.

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.

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.

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 that 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. In this course, candidates examine practices designed to build a community of learners where shared vision and high expectations are embedded in the culture. This course is designed to help candidates engage their colleagues in criteria for success they should expect from students; how they will know when students have achieved those expectations; and how instruction must be designed, differentiated, and carried out to ensure that every student achieves to agreed-upon levels of performance. Candidates will engage in the teacher observation process utilizing the coaching model.

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.

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 (ESSA, LCFF, LCAP, SPSA).

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. Reponses 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 gained as a result of the experience. The interpretation component of the reflection should make connections with ***Bridges to Leadership, PASC*** readings and discussions as appropriate. For example, a candidate might briefly describe his or her work related

to observing a lesson and conferring with a colleague. Next, he or she would discuss the leadership learning gained from the experience and make connections with the course readings and discussions. All reflective writing should include the six stages of reflection described in Gibbs' Model of Reflection.

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. Have been an administrator in the present school district at least one year.

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 in readiness for a school site leadership role.

Synchronous Sessions for Online Courses

Each online course will have a scheduled synchronous session that will be facilitated by the Cohort Supervisor. The content of the session will include an aspect of the course that is not fully covered within the online curriculum and at least one real-life scenario for the candidates to grapple with.

Candidates unable to attend this session must notify their instructor. They will also need to complete the synchronous session make-up assignment that is located in Blackboard for the required credit for this assignment.

Thought Partner Activities with Journal Entries for Online Courses

Candidates will have Thought Partner assignments week three and four that will require them to work in with a team of peers. During the synchronous session for each course, candidates will have the opportunity to meet with their Thought Partner teams to exchange contact information and set up zoom meeting sessions for their week three and four conversations. After reading required materials and collaboration with their thought partners, candidates will need to complete a journal prompt that relates to the thought partner activity for the week. 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.

Group Leadership Coaching for Face-to-Face Cohorts

Face-to-face candidates are required to complete a minimum of 15 hours of leadership coaching. Sessions will be offered throughout the program, allowing candidates to choose the 15 hours that work for their schedule. Topics will be current and relevant, often tied to core courses and/or one or more leadership cycles of the CalAPA.

Job Shadowing

Each candidate must complete 20 hours of job shadowing during this program. 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. Reflective writings will follow Gibbs' Model of reflection, provided during the course.

Equity-driven Leadership Reflective Presentation

The Equity-driven Leadership Reflective Presentation component of the program consists of a 45-minute presentation that addresses the candidate's learning from the various courses, course work, job shadowing and all three cycles of the Cal APA. Through the presentation, candidates will demonstrate their understanding of how an effective leader can establish a collaborative culture that is focused on creating an equitable educational experience for all students.

Further information and templates will be provided nearing completion 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.

Equity-driven Leadership Reflective Presentation	**Core Coursework**
Summative Self-Assessment	Written Assignments, Fieldwork Assignments, Job Shadowing Reflections
Meets/Does Not Meet Standard	Exceeds/Meets/Approaching/ Does Not Meet Standard
Feedback provided to support Candidates in meeting standard	Feedback provided to support candidates in meeting standard.
Strengths & Areas of Growth Assessed by Candidate	Assessed by Instructors

Job Shadowing
Log signed by Fieldwork Supervisor

Meets/Does Not Meet Standard

List of core course aligned job shadowing opportunities/ideas provided to support candidates in meeting standard

Assessed by Cohort Supervisors

CalAPA
Course Connection

Cycle 1 – Analyzing Data to Inform School Improvement and Promote Equity
Shared Vision of Learning, Culturally Conscious Leadership

Cycle 2 – Facilitating Communities of Practice
All courses

Cycle 3 – Supporting Teacher Growth
Culture of Teaching and Learning

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

The Program Directors will guide candidates through the processes necessary to complete the program. The Bridges to Leadership PASC Program support team includes: Directors, Fieldwork Supervisors, Instructors, coaches, and the Madera County Superintendent of Schools' I.T. Department. This team of Bridges to Leadership PASC members reviews the progress of each candidate and provides support and assistance as needed. 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 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.

- Coaches: Upon request, coaches will be available to provide additional support for the purpose of conducting planning, reflecting and problem resolving conversations. As appropriate, coaches may also assume the role of a consultant while providing support to the candidate.

- Cohort Supervisor: Oversee the development and implementation of the Bridges to Leadership Program. He/she will assist in monitoring the candidates' progress throughout the program on a regular basis. He/she will lead synchronous sessions for each online course.

- Fieldwork Supervisors: Provide support and guidance to candidates during the fieldwork portion of the program.

Evaluation of Program

Ongoing program evaluation is an integral part of the Bridges to Leadership PASC program. Surveys are administered to candidates to collect data on program quality and effectiveness. Some of the evaluation methods are identified below, followed by some actual surveys and/or evaluation forms:

- 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** faculty 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 the community, professional associates and students.

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

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** online 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. In addition, all online candidates will engage in a minimum of one synchronous online learning event during each course. These events will be valuable opportunities to learn with your fellow cohort members while the Program Directors facilitate 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**

Candidates who are unable to complete the program in 15 months may request an extension. The candidate will be asked to complete a **Bridges to Leadership, PASC** Program Extension Request which will include an individualized plan for completion of the missing requirements. The Program Directors will meet with the candidate to clarify requirements and review the criteria for granting an extension.

Criteria include:

Personal or family illness	Death in the family
Family or personal crisis	Maternity leave or family leave
Relocation due to job transfer	

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

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_____

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

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:

_____
_____
_____

Return this form to the Program Director:

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

Status of Extension Request: ____Granted   ____Not Granted

_____   _____
Signature   Date

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