

Las Virgenes Center for Educational Excellence
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To: Commission on Teacher Credentialing and Committee on Accreditation

From: Dr. Ryan Gleason

Date: March 20, 2026

Re: Application and Overview of Intern Pathway

The Las Virgenes Unified School District Center for Educational Excellence developed the Preliminary Administrative Services Credential Intern Pathway as a deliberate extension of our existing Commission-approved PASC program. In designing this pathway, we were intentional about ensuring that it reflects both the spirit and the structure of the Commission on Teacher Credentialing's expectations for an intern option. Our goal was not to create a parallel or reduced version of the program, but to author an employment-embedded pathway that preserves the rigor, coherence, and standards-alignment of our existing PASC program while meeting the distinct needs of candidates who are already serving in administrative roles.

We built this pathway on the same foundation that guides all of our credential work at the Center for Educational Excellence. Our mission emphasizes reflection, innovation, whole child education, and reciprocal coaching, and our vision is rooted in the belief that strong educational leadership is developed through the intentional connection of theory, practice, inquiry, and support. For that reason, the Intern Pathway was designed to link leadership preparation directly to the daily work of schools and districts. We wanted candidates to experience a program in which their coursework, coaching, fieldwork, and performance assessment are not disconnected requirements, but integrated dimensions of authentic leadership development in California public schools.

As authored, the Intern Pathway maintains the full academic and professional expectations of our PASC program. Intern candidates move through a coherent sequence of coursework that addresses leadership, systems thinking, change, equity, instructional improvement, personnel leadership, governance, law, resource management, and community engagement. We intentionally preserved this structure because alignment to the CTC requires more than a list of compliant components; it requires a program design that develops administrators in a thoughtful and comprehensive way. The curriculum was therefore written to ensure that intern candidates engage the same standards-based preparation as traditional candidates, while applying that learning immediately in the context of their current administrative assignments.

We also designed the pathway so that job-embedded fieldwork is central rather than incidental. Our intent was to ensure that the intern experience reflects the realities of school leadership while remaining clearly anchored to the California Administrator Performance Expectations and the California Administrator Content Expectations. The fieldwork, Action Research Project, and

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Capstone Portfolio were all structured to require candidates to examine real problems of practice, analyze data, apply research, consider the organizational and policy implications of leadership decisions, and demonstrate their growth as reflective instructional leaders. In this way, we authored the pathway to ensure that candidates do not simply hold an administrative position while enrolled in coursework, but instead develop their leadership through a structured cycle of practice, support, reflection, and performance.

Our materials also reflect careful alignment to intern eligibility and credentialing expectations. We built clear admissions and verification procedures into the program because we understood from the outset that the credibility of the pathway depends on disciplined attention to candidate eligibility. Accordingly, our process requires that candidates demonstrate possession of an appropriate prerequisite credential, satisfy the Basic Skills Requirement, verify the required full-time experience, complete the intern eligibility process, show enrollment in the PASC program, and provide evidence of qualifying administrative employment. We designed the review process so that the Program Director and Credential Analyst examine candidate files, with cross-verification and use of a checklist to ensure that all requirements are confirmed before recommendation for the intern credential and before assumption of intern administrative responsibilities. This was an intentional design choice to ensure that compliance is systematic, documented, and embedded into our workflow.

We likewise authored the pathway to distinguish clearly between intern eligibility, program completion, and credential recommendation. Candidates are expected to meet all program requirements, including coursework, job-embedded fieldwork, successful completion of the Action Research Project and Capstone Portfolio, and passage of all CalAPA cycles. We built the credentialing process so that recommendation occurs only after all requirements are verified. We also accounted for the distinction between recommendation for the preliminary credential and issuance of a Certificate of Eligibility when a candidate has met program requirements but is not yet serving in an eligible administrative role. This design reflects our effort to ensure procedural clarity and fidelity to the credential structure established by the Commission.

A central feature of the program we authored is its layered support system. Because intern candidates are simultaneously serving and learning, we designed the pathway to include support from instructors, coaches, mentors, supervisors, program leadership, and credential staff. This support structure was not added as a secondary feature; it was built into the design from the beginning. Our coaching model, grounded in reciprocal coaching and reflective practice, reflects our belief that strong administrative preparation requires more than coursework alone. It requires high-quality conversations, intentional feedback, formative checkpoints, and access to experienced educational leaders who can help candidates navigate the complexity of practice. The Intern Support Plan, field-based supervision, and progress-monitoring expectations were all developed to ensure that candidates receive meaningful support as they work toward successful program completion.

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We also aligned the pathway to the Commission's expectations regarding candidate support and access. Our handbook and program materials identify key personnel, communication structures, eligibility requirements, program expectations, grievance processes, nondiscrimination protections, and available advisement. We designed the intern experience to sit within an established educator preparation infrastructure rather than operate as an isolated add-on. Candidates have access to program leadership, the Credential Analyst, online systems, support sessions, and ongoing communication regarding expectations and progress. This infrastructure reflects our understanding that a strong intern pathway must be both instructionally sound and operationally reliable.

In developing the pathway, we also took care to align it with broader Common Standards expectations for institutional coherence, collaboration, field-based learning, candidate support, and program oversight. Our program is housed within an education unit that already operates credential programs, collaborates with practitioners and community partners, selects qualified instructional personnel and supervisors, and engages in program review and improvement. We authored the Intern Pathway so that it would be fully integrated into that existing unit structure rather than function as a standalone initiative. This integration is important because it ensures that the pathway benefits from the same institutional infrastructure, quality controls, professional expertise, and improvement processes that support our other educator preparation programs.

At the same time, our materials reflect a confident and honest understanding that submission quality depends not only on program design, but also on the clarity with which that design is expressed in writing. The substance of the pathway is aligned to the expectations of the CTC. The remaining work is to make certain that every portion of the narrative states that alignment as directly and completely as the program itself demonstrates it. In particular, where the written response can say more explicitly how candidates gain significant experience in California public schools with diverse student populations, how we use multiple measures to assess effectiveness and drive continuous improvement, and how we evaluate program impact on candidate competence and school leadership, we should do so in a way that reflects the strength already present in the program's design. That is not a matter of revising the model; it is a matter of fully articulating the model we have already built.

As we present this pathway, we should therefore do so with confidence. We authored the PASC Intern Pathway to align with Commission expectations from the outset. We intentionally built a pathway that is grounded in research, integrated with our existing PASC program, aligned to leadership standards, structured around authentic field-based practice, supported through coaching and supervision, and governed by clear eligibility and credentialing processes. The program reflects our values as an education unit and our commitment to preparing thoughtful, equity-minded, standards-aligned leaders for California schools.

In summary, the Preliminary Administrative Services Credential Intern Pathway represents a purposeful and well-developed addition to our credential offerings. It was designed to preserve

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rigor, deepen relevance, and provide a clear and supported route for candidates who are already serving in leadership roles. Our materials demonstrate that we have authored this pathway with close attention to the Commission's expectations and with a clear commitment to quality, coherence, and candidate success. As such, we are well positioned to present the Intern Pathway as an aligned, credible, and thoughtfully constructed component of the Center for Educational Excellence.