



WASHINGTON STATE UNIVERSITY

Residency Principal and Program Administrator Internship and Certification Handbook

College of Education
Department of Educational Leadership, Sport Studies, and
Educational/Counseling Psychology
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Introduction

The Washington State University Residency Principal and Program Administrator Certification program is offered at WSU's three campuses: Pullman/Spokane, Vancouver and Tri-Cities. The three campuses share common program requirements and faculty, but are somewhat different in delivery systems. WSU Vancouver offers a three-year program with courses completed the first two years and a third year of internship. WSU Pullman/Spokane and WSU Tri-Cities offer a two-year cohort-based program with a two-year internship offered simultaneously.

The Pullman/Spokane campus also offers the Residency Principal and Program Administrator Certification program at ESD 171. This site serves the greater Wenatchee area. The Vancouver campus also offers the Residency Principal and Program Administrator Certification program at the Puyallup School District. This program serves the "South Puget Sound Region."

The Master of Education degree program is available at all sites.

The Washington State Principal and Program Administrator Professional Certificate is offered through Northeast Washington Educational Leadership Consortium.

The WSU educational leadership faculty has a strong commitment to provide an exemplary preparation program for beginning school administrators in a high-stakes accountability environment. There is a strong nexus between intended student outcomes of the preparation program and the expectations for administrators to lead highly effective schools. The "*Nine Characteristics of High Performing Schools*" (**Appendix A**) as endorsed by the Washington State Board of Education provides an overall framework for the purposes of Washington State University's administrative preparation program. The program is committed to preparing school leaders who have a passion about the importance of quality leadership and a clear understanding of how to positively impact student learning and achievement.

To prepare school leaders with the leadership and management skills needed to improve student learning in a variety of school environments, the program includes the following principles:

- Provide relevant and rigorous coursework that closely aligns with expectations for school building and district leaders.
- Provide a rigorous field-based academic and internship organized around the Washington State Standards for the Residency Principal and Program Administrator certificate. (**Appendix C**) These state standards are built upon the six professional standards developed by the Interstate School Leaders Licensure Consortium (ISLLC). (**Appendix B**)
- Collaborate closely with school district mentors to plan and supervise internship experiences.
- Encourage and facilitate networking among administrative candidates through participation in seminars and workshops with interns from other institutions.
- Deliver instruction and supervision by faculty members who have experience, skills, and knowledge in school leadership at the building and district levels.

Conceptual Framework



The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments and future generations.

The Washington State University Educational Leadership Program prepares practitioner-scholars for leadership in education at the local, state, national and international levels. A team of academic and field-experienced faculty blends scholarship and practical expertise to prepare school leaders who utilize research, implement policy, and reform practice to improve learning and achievement for all students. The statewide program serves students from all WSU campuses and fosters a community of educational leaders who work together toward the goals of school improvement and social justice.

Professional Education Advisory Board

The purpose of the Professional Education Advisory Board (PEAB) is to develop cooperative programs for the selection, preparation and certification of school administrators under guidelines established by the Washington State Board of Education.

Members of the PEAB for Washington State University's Educational Leadership program come from various regions in the state of Washington. The WSU Educational Leadership PEAB meets at least three times a year. Regular meetings utilize a variety of communication media, including telephone conferences, video-conferencing utilizing Academic Media Services (AMS), K-20 network and face-to-face meetings.

The PEAB reviews each candidate twice during the course of his or her preparation program, once when the candidate enters the program and again at program completion. The following is an overview of the program application process and PEAB involvement in candidate selection:

- Graduate students may apply to the Residency Principal or Program Administrator certification program at any one of WSU's campuses.
- A faculty coordinator reviews the candidate's application packet and determines whether the applicant meets the criteria for acceptance into the certification program. Included in this review must be evidence of the district's support for the candidate's application.
- The faculty coordinator presents the candidate's application to the PEAB, providing additional information on the candidate's experiences and application.
- Following initial PEAB approval, candidates receive a letter indicating initial PEAB approval.
- Upon completion of the certification program requirements, the faculty coordinator reviews the following with the PEAB: documented successful completion of culminating projects, completion of items required in the Collection of Evidence, Standards-Final Assessment (**Appendix K**) and letter from the mentor stating the intern has "satisfactorily completed" the required internship activities.
- Students receive a letter indicating they have been granted final PEAB approval for completing their administrative internship and may apply for administrative certification.

Application and Program Completion Process

The applicant should complete the following steps to apply for admission and to complete the administrative certification program and, if relevant, a Master of Education degree (Ed.M.).

Administrative Certification

1. Seek approval and commitment from building principal (if applying for certification) and other appropriate district personnel for support of the candidate's application.
2. Make application to the WSU Graduate School, either for certification only or certification and master's degree.
3. Make application to the certification program (and master's degree if applicable) at any of WSU's four campuses.
4. Enroll in courses.
5. Receive initial PEAB approval.
6. Complete program requirements, including coursework and internship.
7. Receive final PEAB approval.
8. Apply for administrative certification.

Ed.M. (Master of Education Degree) (See Ed.M. Handbook online)

A **Master's Degree** is required for **Principal and Program Administrator Certification**. Five additional courses (15 semester hours) beyond the residency principal certification program or six additional classes (18 semester hours) beyond the program administrator certification program and a comprehensive written examination are required for completion of the Master of Education Degree (Ed.M.) at WSU.

Required (8 credits):

EdPsy 505	Research Methods I	3
EdAd 501	Philosophy of Education	3 or
EdAd 503	Values and Ethics for Educational Leaders	3 or
EdAd 507	Social Foundations of Education	3
EdAd 702	Masters Exam	2

Selected Electives (9 credits):

EdAd 584	Human Resource Management	3
EdAd 510	Improvement of Instruction	3
EdAd 514	Basic Principles of Curriculum Design	3
EdAd 515	Curriculum Implementation	3
EdAd 520	Seminar in Curriculum and Instruction	3
EdAd 580	School Organization and Administration	3
EdAd 587	Seminar in School Administration	3
(may be repeated for 3 additional credits)		

Other graduate-level courses, subject to advisor approval, may be taken as electives.

A copy of the Educational Leadership Master's Degree Handbook can be accessed at through the College of Education website.

Residency Principal Certification Requirements

Prerequisite Experience: Must hold or have held a valid teaching certificate or an ESA certificate with appropriate documentation of successful school-based experience in an instructional role with students.

Academic Prerequisite: A master's degree from an accredited institution.

Moral Character: Required only if applicant does not hold a valid Washington certificate at the time of application. (See WAC 180-79A-155)

Performances: Candidates must document successful performance in each of the Washington State Standards

Collection of Evidence: Documentation of ISLLC standards and other requirements shall be presented in a Collection of Evidence.

Field Experience: A minimum of 540 hours of administrative intern-related activities is required.

Teaching Experience: A minimum of three (3) years of successful teaching experience is required.

Required Courses for Certification:

Course	Course Title	Semester Hours
EdAd 516	Instructional & Curricular Leadership	3
EdAd 583	Community and Communications	3
EdAd 585	Financial Management in Education	3
EdAd 588	The Law and Education	3
EdAd 589	Leadership Development Seminar	3
EdPsy 510	Assessment of Learning	3
EdAd 590	Internship	4+

Reissue: All administrators holding a Residency Principal Certificate must have the certificate reissued (with a five year expiration date) upon completing two consecutive years in the role in Washington after issuance of the Residency Certificate. The candidate is expected to complete the Professional Certificate within five years.

Renewal: Holders of a Residency Certificate who do not qualify for a Professional Certificate must request renewal in order to continue to serve beyond the expiration date. Applicants who are enrolled in a professional certificate program may apply for a 2-year renewal if they meet requirements. Applicants who are ineligible for enrollment in a professional certificate program may apply for a 5-year renewal if they meet requirements. All others must appeal to the Professional Educator Standards Board for renewal. Renewal information can be found at:
<http://www.k12.wa.us/certification/AdminMain.aspx>

Professional Certificate:

Washington educators who hold a Residency Principal or Program Administrator Certificate and have at least 2 years of successful administrative experience will be able to enter a Professional Certification Program at Washington State University at Pullman/Spokane.

Residency Program Administrator Certification Requirements

- Academic Prerequisite:** A master's degree from an accredited institution.
- Moral Character:** Required only if applicant does not hold a valid Washington certificate at the time of application. (See WAC 180-79A-155)
- Performances:** Candidates must document successful performance in each of the Washington State Standards.
- Collection of Evidence:** Documentation of ISLLC standards and other requirements shall be presented in a collection of evidence.
- Field Experience:** A minimum of 540 hours of administrative intern-related activities is required.
- Teaching Experience:** A minimum of three (3) years of successful teaching experience is required.

Required Courses for Certification:

Course	Course Title	Semester Hours
EdAd 516	Instructional and Curricular Leadership	3
EdAd 580	School Organization & Administration	3 or
EdAd 589	Leadership Development Seminar	3
EdAd 584	Human Resource Management	3
EdAd 585	Financial Management in Education	3
EdAd 588	The Law and Education	3
EdAd 590	Internship	4+

Reissue: All administrators holding a Residency Program Administrator Certificate must have the certificate reissued (with a five year expiration date) upon completing two consecutive years in the role in Washington after issuance of the Residency Certificate. The candidate is expected to complete the Professional Certificate within five years.

Renewal: Holders of a Residency Certificate who do not qualify for a Professional Certificate must request renewal in order to continue to serve beyond the expiration date. Applicants who are enrolled in a professional certificate program may apply for a 2-year renewal if they meet requirements. Applicants who are ineligible for enrollment in a professional certificate program may apply for a 5-year renewal if they meet requirements. All others must appeal to the Professional Educator Standards Board for renewal. Renewal information can be found at:
<http://www.k12.wa.us/certification/AdminMain.aspx>

Professional Certificate:

Washington educators who hold a Residency Principal or Program Administrator Certificate and have at least 2 years of successful administrative experience will be able to enter a Professional Certification Program at the ESD 101 Northeast Professional Certification Consortium.

Expectations of Residency Principal and Program Administrator Participants

This section summarizes the expectations for participants in the program. Details will be provided during the appropriate classes and/or site visitations from the university supervisor.

Academic Expectations

Courses and seminars, while closely linked to the Washington State Professional Standards, principal evaluation criterion, and problems of practice, also reflect the academic standards of WSU graduate programs. Program participants are expected to successfully complete all academic course requirements and to demonstrate their abilities to write and think clearly through the completion of course papers and other assignments.

Washington State-Funded Educational Leadership Intern Program

It is very important that an intern has release time from his or her other responsibilities to experience and practice the role of the principal, to be involved in the day-to-day operation of the school, and to participate in leadership professional development opportunities.

The Washington State-Funded Educational Leadership Intern Program provides funds to school districts for release time for individuals participating in an administrative intern program. The program is managed by the Washington School Principals Education Foundation, an affiliate of the Association of Washington School Principals (AWSP), in cooperation with the Office of Superintendent of Public Instruction (OSPI).

Grants are awarded each year through a competitive grant application process. Applications are distributed to school districts, universities and Educational Service Districts in mid-January from OSPI and due back to AWSP in mid-March. Successful grant recipients are usually notified in May regarding release time funding for the following academic year. Grant recipients are also expected to respond to various surveys and data collection processes conducted by AWSP.

Funding for the Washington State-Funded Educational Leadership Program is dependent on legislative appropriations.

Developing the Internship

Prior to each semester of the internship, program participants should use the *School Leadership Self Inventory* (**Appendix G**) to assess their personal skills and performances in relationship to the program standards. This assessment should, if possible, be conducted jointly with the mentor principal/administrator.

Based on this assessment, the candidate, mentor and university supervisor will **design a set of internship activities**. The objectives of the internship activities are: (1) to assist the candidate in acquiring the skills identified for each of the standards, and (2) to provide additional valuable learning experiences relative to the administrative position as jointly determined by the mentor, the candidate and the university supervisor. During the course of the internship, candidates must complete at least **one major project related to each of the six program standards**.

University Supervision

During the candidate's internship, the university supervisor will conduct site visitations with the intern and/or mentor. The purposes of these visitations are to assist the intern and mentor in developing meaningful intern-related activities and experiences, monitor progress toward program requirements, and provide support for both the intern and mentor administrator.

Documentation

Candidates should maintain both a **time log (Appendix N)** and a **reflective journal** to document their internship experiences. The time log should be maintained on a weekly basis, recording the hours spent on internship-related activities and indicating which standards apply. The journal is expected to show evidence of reflection on, and analysis of, internship activities in relationship to the program standards.

Journal entries highlight the progress and changes in the interns thinking about a subject or a topic, or about the learning journey in which the intern is engaged.

Journal entries should include:

- Describe the events/activities and your role in the experience
- Interpret and evaluate the events/activities from your perspective- What do you think about it now? How does it relate to other things that you know? What are your new insights, connections with other learning, take-aways and conclusions?
- Reflect on how this information will be useful to you- What questions do you have? Have you changed how you think about the situation? Where do you go from here?

The certification program requires a **minimum of 540 hours of internship-related activities** for completion of the program. The most important criterion for evaluating the internship is the demonstration of satisfactory performance related to each of the standards. Completion of Standards Final Assessment (**Appendix K**) and Collection of Evidence are required for satisfactory completion of the program.

Professional Development Expectations

It is expected that interns participate in professional development opportunities to improve administrative knowledge and skills. Workshop hours may be documented in the Collection of Evidence explained in a later section. The following organizations offer appropriate workshop opportunities:

- Association of Washington School Principals (AWSP)*
- Washington Association of School Administrators (WASA)
- WA State Association for Supervision and Curriculum Development (WSASCD)
- Office of Superintendent of Public Instruction (OSPI)
- Educational Service Districts (ESDs)
- K-12 School Districts

*Interns are encouraged to join the AWSP. A special membership rate is offered to Interns. This membership provides valuable information, training and reduced conference and workshop registration fees.

ALL JOURNAL ENTRIES ARE CONFIDENTIAL.

Collection of Evidence

The Collection of Evidence (COE) is a cumulative record of the internship and program accomplishments that focus on the Washington State Standards. It should demonstrate knowledge in the following areas: vision, teaching and learning, culture, resource management, collaborating with diverse learners and families and communities, professional integrity and ethical behavior, and understanding the larger context for education. The COE is a professional resource that can be used when seeking an administrative position.

The following Collection of Evidence items are recommended; ***however, the university program supervisor may have supplemental requirements.***

Section 1: Program Completion Checklist

Letter of successful completion of internship on school letterhead from mentor
Standards Final Assessment signed by mentor and University supervisor
Self-Inventory
Final reflective paper
Résumé
Letter of application

Section 2: Documentation of Washington state Program Standards (products and experiences)

Presentation of product and activities for Washington standards
Learning Environment Profile (LEP)

Section 3: Internship Documentation

Record of Engagement with Diverse Populations
Internship log
Reflective journal (some or all may be excluded from COE due to confidentiality)
Professional Growth Plan (PGP)

Principal Evaluation

Source: The AWSP Leadership Framework, Version 2.0 (www.awsp.org/evaluation)

Principal Evaluation (TPEP) (Appendix P)

1. **Creating a Culture:** Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.
2. **Ensuring School Safety:** Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.
3. **Planning with Data:** Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.
4. **Aligning Curriculum:** Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals.
5. **Improving Instruction:** Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices.
6. **Managing Resources:** Manage human and fiscal resources to accomplish student achievement goals.
7. **Engaging Communities:** Communicate and partner with school community members to promote student learning.
8. **Closing the Gap:** Demonstrate a commitment to closing the achievement gap.

Ten Suggestions for Effective Principal Evaluation

1. Evaluation should stimulate and guide a principal's professional development.
2. Evaluation protocols should be aligned with important school and student outcomes (e.g., student achievement and effective instruction).
3. Evaluators should acquire appropriate feedback from multiple stakeholders.
4. Evaluations are enriched and strengthened when evidence is collected through multiple methods (e.g. portfolios, self-assessments, 360-degree feedback, and outcome-based assessments)
5. Evaluation systems should be flexible enough to account for variations in school contexts and environments.
6. Principals should be engaged partners in the process of establishing evaluation goals and objectives and assessing their own performance.
7. The quality of the conduct of principal evaluation may be more important than its content; strong, trusting and collaborative relationships between principals and their district office evaluators is especially critical to the success of the evaluation process.
8. Evaluation procedures and tools should be reliable and valid.
9. Evaluation systems should be based on established standards of administrative practice and on objective and measurable performance objectives.
10. School district leaders should regularly assess the alignment between the district's principal evaluation system and the critical goals and needs of principals, the schools, the district and the community.

Tips for Mentoring Principal Interns

The purpose of the internship is to provide practical experience in the duties and responsibilities of the principal. The core of the internship experience is centered around the Washington State Standards for the residency principal/program administrator certificate and the skills defined in the Washington Administrative Code. The intern will complete 540 hours of internship related activities. The internship experience is from August 1st through June 30th.

The intern's mentor is expected to provide supervision and guidance for the intern. The mentor is to meet frequently with the intern for the purpose of providing coaching and feedback. It is expected the mentor will assist the intern in completing major projects that align with the Washington State Standards, will assign substantive projects/tasks to the intern that will enhance the intern's knowledge and skills in all areas of leadership and management, will include the intern in all appropriate school and district meetings and activities and will advocate for the intern as appropriate. The mentor will complete a summative evaluation of the intern.

In Summary, Effective Mentors

- Provide appropriate opportunities to learn leadership skills
- Work with the intern to establish a calendar of experience over the course of the internship
- Monitor progress
- Provide timely feedback through coaching and reflective discussions
- Set up regularly scheduled conference times (weekly)
- Encourage and arrange for professional growth activities including workshops, trainings, and professional readings
- Assess leadership skills, knowledge, and performance.

The intern's mentor will meet with the university supervisor and/or the intern throughout the internship. The mentor will communicate any concerns to the university supervisor in a timely matter.

The following are examples of intern activities that relate to the Washington State Standards:

Standard 5.1: Visionary leadership

- Participate in school improvement leadership activities including developing/affirming/implementing school vision, mission, and goals.
- Utilize data from Learning Environment Profile (LEP) to assist staff and parents to better understand the context of the school.
- Present analysis of student performance data to staff, students, and parents.
- Assist staff in understanding and aligning curriculum, instruction, and assessment with student performance data, state learning goals, common core, smarter balance, and TPEP.

Standard 5.2: Instructional improvement (Task A & Task B)

- Participate in observation, coaching, and supervision of staff (TPEP)
- Plan and lead professional development activities related to the school improvement plan and instructional programs.
- Analyze the school culture using surveys, interviews, and other strategies that include students, parents, faculty, and staff

Standard 5.3: Effective management

- Assist with the development of the school budget.
- Analyze the district and building systems that support the operation of the school (Continuous Cycle of Improvement)
- Participate in student management

- Become familiar with selected district policies, regulations, and negotiated agreements

Standard 5.4: Inclusive practice

- Develop and implement a School Communication Plan
- Analyze parent involvement (volunteering, student conferences, parent organizations and booster clubs, attending event, etc.) and develop recommendations for improvement as needed
- Review and analyze school connections to social service agencies that support families and children

Standard 5.5: Ethical leadership

- Develop operating principles for meetings, decision making or communications
- Apply a lens of equity and adequacy to every aspect of the school and advocates for social justice when absent for all students and adults
- Always act with integrity and demonstrate ethical behavior

Standard 5.6: Socio-political context

- Join and participate in professional organizations (AWSP, ASCD)
- Seek knowledge and opportunities to understand the “background” of education decisions at federal, state, and local level
- Attend school board meetings, city council meetings, county commissioner meetings, and legislative hearings to acquire a larger context for education
- Participate in levy and/or bond election and support building/district initiatives that intersect with this standard

Background

Educational accountability is a reality in Washington State and in the nation. In 2001, a work group representing various state educational agencies and professional associations was formed to revise the administrative certification process. The State Board of Education charged this group to develop a means of accountability for principal certification processes that would include some common products among all preparation programs to ensure consistency and quality.

The Office of the Superintendent of Public Instruction (OSPI) agreed that the Washington Council of Education Administrative Programs (WCEAP) was the group that should develop these common measures. The 13 principal preparation programs throughout the state of Washington were already using many effective practices to train school administrators. It was determined that these practices would not be discarded, but should be purposefully aligned with the new standards and strands. Agreement among the preparation programs to use some consistent measures would assure the state board, the legislature, and community members at large of the excellence of graduates and program completers across the state. Additionally, the collaboration of all preparation programs could only enhance the quality of each as great ideas were exchanged and refined.

OSPI funded this project by awarding a grant to WCEAP and also provided ongoing participation from OSPI staff. It has become a true partnership between OSPI and the 13 principal preparation programs in our state.

NOTE: In 2012, the WCEAP products were updated and accepted by the PESB to reflect the changing role and expectations of principals. In 2012, the number of principal preparation programs had increased to sixteen.

Professional Certificate (Pro Cert) for Principal and Program Administrators

The Professional Certification Program is committed to preparing school leaders who have a passion about quality leadership and a clear understanding of how to positively impact student learning and reach underserved populations.

The higher education institutions offering educational leadership certification programs approved the following Guiding Principles for the Professional Certificate:

With the steadily escalating demands on schools and the continuing need for improving student learning, the preparation and development of school leaders is a higher priority than ever. The professional certificate process provides a significant opportunity to help principals and assistant principals not only to perform their daily work more effectively, but also to be leaders in creating a school system that meets the need of all students. To accomplish this goal, we believe the professional certificate process must adhere to the following principles:

- **The process should be deeply focused on improvement of student learning.**
- **The process should be deeply job-embedded and aligned with school and district improvement goals.**
- **The process should foster reflectiveness and a commitment to research-based strategies.**
- **While programs will include university coursework, candidate success should be measured by performance on standards.**
- **The process should be adequately supported.**
- **The process should strike a balance between rigor and reasonableness.**
- **The process should involve a true collaboration among universities, professional associations, and districts.**
- **The process should model what it teaches.**

Application Process

Candidates should contact the program coordinator for Professional Certification Program for Principals and Program Administrators at a specific campus to discuss program requirements and application process.

Campus Contact Information

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Appendix A • Nine Characteristics of High Performing Schools

- 1. Clear and Shared Focus:** Everybody knows where they are going and why. This vision is shared – everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.
- 2. High Standards and Expectations:** Teachers and staff believe that all students can learn and that they can reach all students. This is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.
- 3. Effective School Leadership:** Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
- 4. High Levels of Collaboration and Communication:** There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.
- 5. Curriculum, Instruction and Assessment Aligned with Standards:** Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.
- 6. Frequent Monitoring of Teaching and Learning:** Teaching and Learning continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.
- 7. Focused Professional Development:** Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high-need areas.
- 8. Supportive Learning Environment:** The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
- 9. High Level of Community and Parent Involvement:** There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

SOURCE: The Office of Superintendent of Public Instruction. (2002). *School Improvement Planning Process Guide*. Olympia, WA: Author

Appendix B • The Interstate School Leaders Licensure Consortium (ISSLC): Standards for School Leadership

Standard 1: Setting a widely shared vision for learning

An education leader promotes the success of every student **by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth

An education leader promotes the success of every student by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment

An education leader promotes the success of every student by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

An education leader promotes the success of every student **by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Standard 5: Acting with integrity, fairness, and in an ethical manner

An education leader promotes the success of every student **by acting with integrity, fairness, and in an ethical manner.**

Standard 6: Understanding, responding to, and influencing the political social, legal, and cultural context

An education leader who promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

This document was developed from the following source: Council of Chief State School Officers (2000). Collaborative professional process for school leaders: The interstate school licensure consortium. Washington, D.C.

Appendix C • Standard 5.0: Knowledge & Skills (Effective August 31, 2013)

STANDARD 5.1 Visionary Leadership

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation promotes the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders.

Strand 1: Advancing a district-wide shared vision for learning

Candidates demonstrate a basic understanding of the nature and role of school/district vision.

Strand 2: Putting the vision for learning into operation

Candidates identify objectives and strategies to implement a school/district vision.

Strand 3: Demonstrating stewardship of the vision

Candidates demonstrate an understanding of the need to engage staff and community in a shared vision, mission, and goals

STANDARD 5.2 Instructional Improvement

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth.

Strand 1: Advocating, nurturing, and sustaining an effective school culture

Candidates demonstrate an understanding of the knowledge and skills related to effective instruction; use appropriate formative and summative strategies (e.g. progress monitoring, data walls); and understand the basic conditions necessary to develop and sustain a culture of learning.

Strand 2: Advocating, nurturing, and sustaining student learning

Candidates have a basic understanding of the strategies for improving student learning

Strand 3: Advocating, nurturing, and sustaining coherent, intentional professional development

Candidates have a basic understanding of strategies to guide and support professional development

STANDARD 5.3: Effective Management

A school or program administrator is an educational leader who has the knowledge, skills and cultural competencies to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.

Strand 1: Uses a continuous cycle of analysis to ensure efficient and effective systems

Candidates understand the need for developing a long-range plan of the operational system

Strand 2: Ensuring efficient and effective management of the organization

Candidates understand basic principals of management of a school or district program

Strand 3: Ensuring efficient and effective management of the operations

Candidates understand the need to maintain the physical plant and online environments for safety and ADA requirements

Strand 4: Ensuring management of the resources for a safe, efficient, and effective learning environment

Candidates demonstrate understanding of developmentally appropriate behavior, expectations, and discipline policies

STANDARD 5.4: Inclusive Practice

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources.

Strand 1: Candidates understand the need for involving families in decision making about their child's education and have a basic understanding of communication and collaboration strategies to develop family and local community partnerships

Strand 2: Candidates recognize the diversity within the school and the district, including the characteristics of community groups

Strand 3: Candidates identify potential community resources to support student learning

STANDARD 5.5: Ethical Leadership

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner.

Strand 1: Using the continuous cycle of analysis for self-assessment of professional leadership

Strand 2: Acting with integrity, and courage in upholding high ethical standards

STANDARD 5.6: Socio-Political Context

A school or program administrator is an educational leader who has the knowledge, skills and cultural competence to improve learning and achievement to ensure the success of each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Strand 1: Understanding the role of schools in a democracy.

Appendix D • Educational Leadership Program Goals, Outcomes, and Assessments

Educational Leadership Program Goals, Outcomes and Assessments Degree Programs — Ed.M., M.A., Ed.D. & Ph.D. and Certification Programs

Conceptual Framework: The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

The Washington State University Educational Leadership Program prepares practitioner-scholars for leadership in education at the local, state, national, and international levels. A team of academic and field-experienced faculty blends scholarship and practical expertise to prepare school leaders who utilize research, implement policy, and reform practice to improve learning and achievement for all students. The statewide program serves students from all WSU campuses and fosters a community of educational leaders who work together toward the goals of school improvement and social justice.

<p>Learning Outcomes</p> <p>Students will...</p>	<p>...identify and analyze the theories, research, and policies related to the study of K-12 educational leadership in these strands:</p> <ul style="list-style-type: none"> • Policy, politics and law • Culture, diversity and social justice. • Organizational theory and administration • Inquiry - Technology • Ethics and values • Teaching/learning/Assessment 	<p>...prepare, write, and present clear and coherent critical book reviews and reviews of the literature in educational leadership.</p> <p>Book review courses:</p> <p>Literature review courses:</p>	<p>...understand, evaluate, and apply <i>inquiry</i> knowledge and skills to problems of policy and practice of educational leadership</p>	<p>...design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving problems of practice in educational leadership.</p>	<p>...articulate their core values and model the guiding principles of the profession including:</p> <ul style="list-style-type: none"> • Commitment to social justice. • Understanding of ethical responsibilities of leadership. • Effective and respectful interaction with others of similar and diverse cultures, values, and perspectives. • Commitment to school improvement.
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WSU Principal/Program Administrator Residency Certification Program Program Aligns with Educational Leadership Program Learning Outcomes One, Three and Five

<p>Learning Outcomes</p> <p>The College of Education contributes to the theory and practice of the broad field of education, and dedication itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.</p>	<p>1. Identify and analyze the theories, research, and policies related to the study of K-12 educational leadership.</p> <p>5. Articulate their core values and model the guiding principles of the profession.</p>	<p>1. Identify and analyze the theories, research, and policies related to the study of K-12 educational leadership.</p> <p>5. Articulate their core values and model the guiding principles of the profession.</p>	<p>1. Identify and analyze the theories, research, and policies related to the study of K-12 educational leadership.</p> <p>3. Understand, evaluate, and apply inquiry knowledge and skills to problems of policy and practice of educational leadership.</p> <p>5. Articulate their core values and model the guiding principles of the profession.</p>	<p>1. Identify and analyze the theories, research, and policies related to the study of K-12 educational leadership.</p> <p>3. Understand, evaluate, and apply inquiry knowledge and skills to problems of policy and practice of educational leadership.</p>	<p>1. Identify and analyze the theories, research, and policies related to the study of K-12 educational leadership.</p> <p>5. Articulate their core values and model the guiding principles of the profession.</p>	<p>1. Identify and analyze the theories, research, and policies related to the study of K-12 educational leadership.</p> <p>3. Understand, evaluate, and apply inquiry knowledge and skills to problems of policy and practice of educational leadership.</p>	<p>1. Identify and analyze the theories, research, and policies related to the study of K-12 educational leadership.</p> <p>3. Understand, evaluate, and apply inquiry knowledge and skills to problems of policy and practice of educational leadership.</p> <p>5. Articulate their core values and model the guiding principles of the profession.</p>
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<p><u>ISLLC (Interstate School Leaders Licensure Consortium) Standards</u></p> <p>X indicates standard is addressed XXX indicates major emphasis on standard</p> <p><i>Standard 1: Facilitating the Vision</i></p> <p>A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<p>EDAD 516 Instructional Leadership</p> <p>X</p>	<p>EDAD 583 Community & Communications</p> <p>X</p>	<p>EDAD 585 School Finance</p> <p>X</p>	<p>EDAD 588 School Law</p>	<p>EDAD 589 Leadership</p> <p>X</p>	<p>EDPSY 510 Assessment of Learning</p> <p>XXX</p> <p>Strand 1: Creating a site specific vision for learning</p> <p>Strand 2: Operationalizing the vision for learning</p> <p>Strand 3: Developing stewardship of the vision</p>	<p>EDAD 590 Internship</p> <p>X</p> <p>Products: School Improvement Plan (SIP) School Action Plan (SAP)</p>
<p><i>Standard 2: School Culture and Instructional Program</i></p> <p>A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>	<p>XXX</p> <p>Strand 1: Advocating, nurturing, and sustaining a school culture</p> <p>Strand 2: Advocating, nurturing, and sustaining student learning</p> <p>Strand 3: Advocating, nurturing, and sustaining Professional Development</p>	<p>X</p>			<p>X</p>	<p>X</p>	<p>X</p> <p>Product: Teaching and Learning (TAL)</p>
<p><i>Standard 3: Managing the Organization</i></p> <p>A school administrator is an educational leader who promotes the success of all students by ensuring</p>	<p>X</p>	<p>X</p>	<p>XXX</p> <p>Strand 1: Uses a continuous cycle of analysis to ensure efficient and effective systems</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p> <p>Product: Resource Alignment Plan (RAP)</p>

management of the organization, operations, and resources for a safe, efficient, and effective learning environment.			<p>Strand 2: Ensuring efficient and effective management of the organization</p> <p>Strand 3: Ensuring efficient and effective management of the operations</p> <p>Strand 4: Ensuring management of the resources for a safe, efficient, and effective learning environment</p>				
<p><i>Standard 4: Collaboration and Community Engagement</i></p> <p>A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	X	<p>XXX</p> <p>Strand 1: Collaborating with families</p> <p>Strand 2: Collaborating and responding to diverse communities</p> <p>Strand 3: Mobilizing community resources</p>			X	X	<p>X</p> <p>Product: Community Action Plan (CAP)</p>
<p><i>Standard 5: Ethics and Integrity</i></p> <p>A school administrator is an educational leaders who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p>	X	X	X	X	<p>XXX</p> <p>Strand 1: Uses the continuous cycle of analysis for self assessment of professional leadership</p> <p>Strand 2: Acts with integrity, fairness, and in an ethical manner</p>	X	<p>X</p> <p>Product: Political Action Map (PAM)</p>
<p><i>Standard 6: Understanding Publics</i></p> <p>A school administrator is an educational leader who</p>	X	X	X	XXX	X	X	<p>X</p> <p>Product: Personal Professional Growth Plan (PGP)</p>

promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.							
<u>Course Assessment Activities</u> Summarized on the Learning Goals Outcome Assessments Individual Faculty Form. In addition, the following formative and summative evaluations are used to assess and implement changes in program content and delivery. End of course evaluations Feedback from surveys	<u>Products and Outcomes:</u> • Class Participation and Attendance • Clinical Observations and Walk-Throughs • Book Review • Paper on Role of Principal as Instructional Leader (Supervisory Platform) End of semester student feedback	<u>Products and Outcomes:</u> • Class Participation and Attendance • School and Parent Engagement Plan • End of semester student feedback	<u>Products and Outcomes:</u> • Class Participation and Attendance • Research Project on School Finance topic (paper and presentation) • End of semester feedback	<u>Products and Outcomes:</u> • Class Participation and Attendance • Policy Case Analysis • Mid-term and/or final examination • End of semester feedback	<u>Products and Outcomes:</u> • Class Participation and Attendance • Leadership Case Study • End of semester feedback	<u>Products and Outcomes:</u> • Class Participation and Attendance • School Improvement Projects • End of semester feedback	<u>Products and Outcomes:</u> • Seminar Participation • Log/Journal • ISLLC Projects: - Executive Summary - Product - Evidence - Reflective Essay • Final ISLLC Assessment
<u>Data Collection Plan</u>	Instructors: Keep course syllabus and sample course products and outcomes. Program Coordinator: Compile summary of scores and keep on file	Instructors: Keep course syllabus and sample course products and outcomes. Program Coordinator: Compile summary of scores and keep on file	Instructors: Keep course syllabus and sample course products and outcomes. Program Coordinator: Compile summary of scores and keep on file	Instructors: Keep course syllabus and sample course products and outcomes. Program Coordinator: Compile summary of scores and keep on file	Instructors: Keep course syllabus and sample course products and outcomes. Program Coordinator: Compile summary of scores and keep on file	Instructors: Keep course syllabus and sample course products and outcomes. Program Coordinator: Compile summary of scores and keep on file	Instructors: Keep Program Handbook and sample collection of evidence. Program Coordinator: Compile summary of scores and keep on file

Appendix E • Chart of Standards, Courses, and Assessments

Washington State Standard	Course	Assessment
I. Visionary leadership	EdPsy 510 Assessment of Learning	Analyzing School Improvement Plan
II. Instructional improvement	EDAD 516 Curriculum & Instructional Leadership	Paper on Principal as Instructional Leader
III. Effective management	EDAD 585 School Finance	Research Paper and Presentation
IV. Inclusive practice	EDAD 583 Community & Communications	School and Parent Engagement Plan
V. Ethical Leadership	EDAD 589 Educational Leadership	Leadership Case Study
VI. Socio-political context	EDAD 588 School Law	Policy Case Analysis
	EDAD 590 Internship	Collection of Evidence

Appendix F • Action Inquiry Skills

Washington State Standard	Course & Major Assignment	Action Inquiry Skills
#1 Visionary Leadership	EdPsy 510: School Improvement Plan and Implementation	Data based decision making (including data carousels and performance/GAP analysis) Using data to develop, implement, monitor, and evaluate school improvement plan (OSPI framework)
#2 Instructional improvement	EDAD 516: Paper: Role of the Principal as an Instructional Leader (Supervisory Platform)	Using the library system APA format for references and citations Observation skills Systematically collecting, analyzing, and presenting teaching and learning data (clinical observations and walk-throughs)
#3 Effective management	EDAD 585: Research Paper and Presentation	Using the library system APA format for references and citations Interviewing skills Questioning skills
#4 Inclusive practice	EDAD 583: School and Family Engagement Plan (School Communication Plan)	Data collection, analysis, and presentation (print and PowerPoint) Survey techniques Focus groups 2-way communication skills
#5 Ethical leadership	EDAD 589: Leadership Case Study	Survey techniques Interview techniques Shadowing techniques Data collection, analysis, and presentation (including triangulation) APA format for references and citations
#6 Socio-political context	EDAD 588: Policy Analysis Study	Case study analysis skills

Self-Inventory

(To be completed with your building Principal)

Instructions: This self-inventory is designed to provide a personal profile of your school leadership assets based on the Washington State Standards. The inventory consists of statements that describe the knowledge, dispositions, and performances contained within the Standards. You are asked to respond to each statement by reflecting on what you have learned, what you believe and value, and what you are accomplishing as a school leader.

Read each knowledge, disposition, or performance statement carefully. Circle the number that indicates the extent to which the statement represents your practices at this current time. In responding to each question:

- 1 represents **Little** extent;
- 2 represents **Some** extent;
- 3 represents **Sufficient** extent;
- 4 represents **Exemplary** extent.

Use the space provided to describe areas for additional focus. Circle only one number per question. Respond to every statement.

Developing Your School Leadership Profile

Purposes:

To provide school leaders with the opportunity to examine their own school leadership practices with respect to the knowledge, dispositions, and performances contained within the ISLLC School Leader Standards.

This self-examination should lead to greater familiarity with the Standards and provide a starting point to assist you in identifying potential areas of focus for professional development planning.

Directions:

1. Complete the School Leadership Self-Inventory rating scale.
2. After completion, go back and add the ratings under each standard (1 through 6).
Add the scores within each standard. Fill in the average rating at the end of each standard.

Standard 5.1

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school/program and community stakeholders.

To what extent do I have a current personal mastery of the following functions:

	LITTLE	SOME	SUFFICIENT	EXEMPLARY
• collaboratively develop and implement a shared vision and mission	1	2	3	4
• collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	1	2	3	4
• create and implement plans to achieve goals	1	2	3	4
• promote continuous and sustainable improvement	1	2	3	4
• monitor and evaluate progress and revise plans	1	2	3	4

Notes:

Standard 5.1 Average = Total/5

Average = _____

Standard 5.2 (task A and task B)

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth.

To what extent do I have a current personal mastery of the following functions:

	LITTLE	SOME	SUFFICIENT	EXEMPLARY
• nurture and sustain a culture of collaboration, trust, learning, and high expectations	1	2	3	4
• create a comprehensive, rigorous, and coherent curricular program	1	2	3	4
• create a personalized and motivating learning environment for students	1	2	3	4
• supervise instruction	1	2	3	4
• develop assessment and accountability systems to monitor student progress	1	2	3	4
• develop the instructional and leadership capacity of staff	1	2	3	4
• maximize time spent on quality instruction	1	2	3	4
• promote the use of the most effective and appropriate technologies to support teaching and learning	1	2	3	4
• monitor and evaluate the impact of the instructional program	1	2	3	4

Notes:

Standard 5.2. Average = Total/9

Average = _____

Standard 5.3.

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

To what extent do I have a current personal mastery of the following functions:

	LITTLE	SOME	SUFFICIENT	EXEMPLARY
• monitor and evaluate the management and operational systems	1	2	3	4
• obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	1	2	3	4
• promote and protect the welfare and safety of students and staff	1	2	3	4
• develop the capacity for distributed leadership	1	2	3	4
• ensure teacher and organizational time is focused to support quality instruction and student learning	1	2	3	4

Notes:

Standard 5.4.

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

To what extent do I have a current personal mastery of the following functions:

	LITTLE	SOME	SUFFICIENT	EXEMPLARY
• collect and analyze data and information pertinent to the educational environment	1	2	3	4
• promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	1	2	3	4
• build and sustain positive relationships with families and caregivers	1	2	3	4
• build and sustain productive relationships with community partners	1	2	3	4

Notes:

Standard 5.4 Average = Total/4

Average = _____

Standard 5.5

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner.

To what extent do I have a current personal mastery of the following functions:

	LITTLE	SOME	SUFFICIENT	EXEMPLARY
• ensure a system of accountability for every student's academic and social success	1	2	3	4
• model principles of self-awareness, reflective practice, transparency, and ethical behavior	1	2	3	4
• safeguard the values of democracy, equity, and diversity	1	2	3	4
• consider and evaluate the potential moral and legal consequences of decision making	1	2	3	4
• promote social justice and ensure that individual student needs inform all aspects of schooling	1	2	3	4

Notes:

Standard 5.5 Average = Total/5

Average = _____

Standard 5.6.

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

To what extent do I have a current personal mastery of the following functions:

	LITTLE	SOME	SUFFICIENT	EXEMPLARY
• advocate for children, families, and caregivers	1	2	3	4
• act to influence local, district, state, and national decisions affecting student learning	1	2	3	4
• assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	1	2	3	4

Notes:

Standard 5.6 Average = Total/3

Average = _____

Appendix H • Collection of Evidence Product Template for Standards

STANDARD 1	
Standard 1: A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school/program and community stakeholders.	
Major Project:	Supporting Activities (for the Standard)
Description of Project:	
Needs Assessment (data, evidence, feedback that contributed to selection of project)	

Action Plan (what, strategies, activities, results, evaluation):
Impact on Student Learning (data, evidence, feedback):

Impact on Intern's Professional Growth:

Executive Summary:

Reflective Summary:

Appendix I • Internship Collection of Evidence Template Rubric

Standard: _____ Major Project: _____

	1	2	3
Criteria	Below Standard	Meets Standard	Above Standard
Description of project	Incomplete description of project or why selected	Clearly identifies and describes project and why it was selected	Contains clear description of project, why it was selected, and analyzes implications for students and/or staff
Needs assessment	Incomplete description of data, needs assessment, and demographics	Clearly identifies data, evidence, and feedback and demographics for students, parents and faculty	Contains clear description of needs assessment and links data to project selected; identifies boundaries and limitations
Action plan	Incomplete as to what will be done or connection to School Improvement Plan	Clearly identifies the steps to be taken including connection to School Improvement Plan, describes stakeholders, barriers and events	Thoughtful analysis of the steps to be taken, including connection to School Improvement Plan, connected to research, possible conflicts and consequences
Impact on student learning	Incomplete information with little or no evidence of impact on student learning	Provides evidence of impact on student learning and consistent with school culture	Provides evidence of impact on student learning and continuous improvement, related to school culture, and disaggregates various student populations
Impact on intern's professional growth	Incomplete information and no connection to role of the principal	Provides evidence of what intern learned and its application to role of the principal	Provides evidence of what intern learned and its application to role of the principal, including challenges and opportunities, and new understandings of social justice issues
Executive summary	Does not provide a summary of the project	Succinctly summarizes the project	Succinctly summarizes the project and provides rationale as to why important
Reflective summary	Superficial and/or not focused on what learned	Thoughtful and clear as to what learned	Thoughtful and clear as to what learned, examines ethical and legal aspects and raises questions as to "what next"?
Artifacts and evidence	Do not relate to project	Clearly related to project	Related to project and enhances understanding

2009

Total Points: _____ **Average:** _____

Appendix J • Record of Experiences with Diverse Student and Adult Populations

RECORD OF EXPERIENCES WITH DIVERSE STUDENT AND ADULT POPULATIONS EDUCATIONAL LEADERSHIP PROGRAM WASHINGTON STATE UNIVERSITY

Conceptual Framework: The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

The Washington State University Educational Leadership Program prepares practitioner-scholars for leadership in education at the local, state, national, and international levels. A team of academic and field-experienced faculty blends scholarship and practical expertise to prepare school leaders who utilize research, implement policy, and reform practice to improve learning and achievement for all students. The statewide program serves students from all WSU campuses and fosters a community of educational leaders who work together toward the goals of school improvement and social justice.



PURPOSE & DIRECTIONS: Your coursework and internship experiences should provide you with opportunities to work with a diverse group of student and adult populations. **These groups may include: highly capable, special needs, 504 plans, ELL/ESL, low income, ethnicity and culture, religious affiliation, sexual orientation or other.** This record of your experiences is to be submitted with you portfolio (collection of evidence).

Student Name: _____

Type of Experience	Date	Location	Comments

Signature of Student _____ **Date**_____

Signature of University Supervisor _____ **Date** _____

Adopted: Spring Semester 2009

Appendix K • Final Assessment and Rubrics

Washington State University Principal's Certification Program Final Assessment

Intern: _____ Mentor: _____ Date: _____

Please read each of the following indicators carefully. Then use the following scale that best indicates the extent of the intern's performance during his or her internship:

Residency Certificate:	1 = Emerging skills 2 = Developing skills	Extent of Performance 1 2 3 4	Professional Certificate:	3 = Proficient 4 = Sustaining
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Standard 1: Visionary Leadership

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school/program and community stakeholders.

<i>Strand 1: Creating a site-specific vision for learning</i>	Extent of Performance 1 2 3 4		Comments
Articulates purposes and rationale for a school vision and demonstrates how one develops the vision for the school.			
<i>Strand 2: Operationalizing the vision for learning</i>			
Identifies objectives and strategies to implement a school vision.			
Analyzes how systems are affected by a school vision and suggests changes to an existing system.			
Uses systems theory to understand the dynamics of change promoting success for all students.			
<i>Strand 3: Developing stewardship of the vision</i>			
Understands principal's role as keeper of the vision.			
Identifies ways, including technology, to evaluate match between vision and students within the learning community.			
Understands how to use the vision to facilitate effective communication, to nurture and maintain trust, and to develop collaboration among stakeholders.			
Develops plan to celebrate efforts and achievement of the vision.			

Standard 2: Instructional Improvement

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth.

Strand 1: Advocating, nurturing, and sustaining a school culture	Extent of Performance				Comments
	1	2	3	4	
Understands that student learning is the fundamental purpose of schools.					
Identifies the features of a site-specific culture.					
Analyzes how the school culture affects student learning.					
Engages in the creation or implementation of a School Improvement Plan that supports a culture of continuous learning.					
Strand 2: Advocating, nurturing, and sustaining student learning					
Understands theories of how student learning is structured for understanding, learning experiences are designed to engage and support all students in learning, assessment is used to direct learning, effective learning environments are maintained, and students are prepared to live and work in our changing world.					
Knows how to use a continuous cycle of analysis and technology to ensure that all students have equitable opportunities to learn and to meet high standards.					
Strand 3: Advocating, nurturing, and sustaining Professional Development					
Understands process for using data to create professional development systems.					
Understands that professional development is embedded within a continuous learning process, including technology proficiency.					
Knows processes for effective use of School Improvement Plans to support professional development.					

Standard 3: Effective Management

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment..

Strand 1: Uses a continuous cycle of analysis to ensure efficient and effective systems	Extent of Performance				Comments
	1	2	3	4	
Understands how to use a continuous and repeating cycle of analysis for evaluating the effectiveness of school programs, systems, and examining school issues. <i>The continuous cycle of analysis includes problem framing, data collection and interpretation, synthesis, using data to outline options for action, implementing chosen action, and gathering data to check progress and to judge effectiveness.</i>					
Strand 2: Ensuring efficient and effective management of the organization					
Demonstrates understanding of organizational theory and applies these to analyzing structures within a building that promotes school safety, classroom and school-wide behavior management, and other site-specific issues.					
Demonstrates understanding of developmentally appropriate behavior expectations and discipline policies that are balanced with students' emotional and personal needs.					
Strand 3: Ensuring efficient and effective management of the operations					
Demonstrates understanding of legal and ethical issues impacting school operations, bargaining and other contractual agreements, group process and consensus-building, and problem-framing and problem solving skills necessary to the establishment of effective building-wide procedures.					
Strand 4: Ensuring management of the resources for a safe, efficient, and effective learning environment					
Demonstrates understanding of procedures necessary to management and maintenance of clean and orderly learning environment.					
Identifies the responsibilities related to financial, human, and material resources as required by state law, Board policy, and employee contracts.					
Engages in the creation or implementation of a School Improvement Plan to ensure responsible management of the resources.					

Standard 4: Inclusive Practice

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Strand 1: Collaborating with families	Extent of Performance				Comments
	1	2	3	4	
Understands that parental support affects student success in school.					
Understands that sustaining successful partnerships with parents is not easy, knows the critical partnership issues that must be addressed, the barriers to success, and ways, including technology, to overcome them.					
Demonstrates collaboration and partnership skills with diverse students and families in support of student academic performance.					
Strand 2: Collaborating and responding to diverse communities					
Recognizes the diversity within the community.					
Understands the complex characteristics of U.S. ethnic, racial, and cultural groups.					
Understands that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which students live and work.					
Demonstrates understanding of the importance of all students having opportunities to participate in extra- and co-curricular activities that are congruent with the academic and interpersonal goals of the school.					
Strand 3: Mobilizing community resources					
Recognizes the importance of funding and distribution of resources, including technology, to ensure that all students have equal opportunities to access learning.					
Engages in the creation or implementation of a School Improvement Plan to obtain adequate resources.					
Investigates potential community resources appropriate to the furthering of the Plan.					

Standard 5: Ethical Leadership

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner.

Strand 1: Uses the continuous cycle of analysis for self-assessment of professional leadership	Extent of Performance				Comments
	1	2	3	4	
Understands the standards, responsibilities, and indicators for the principal's role in a democratic school.					
Knows how to create a professional growth plan, identify needed growth, plan professional growth activities, and gather data to documents that professional growth has led to improvements in school systems and increased student learning.					
Strand 2: Acts with integrity, fairness, and in an ethical manner.					
Understands the career expectations for working within legal, ethical, and moral frameworks.					
Treat people fairly, equitably, and with dignity and respect.					

Standard 6: Socio-Political Context

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Strand 1:	Extent of Performance				Comments
	1	2	3	4	
Articulate how the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.					
Demonstrate having influenced community perceptions of quality education for students.					
Demonstrate having communicated with local legislative representatives about education.					
Demonstrate knowledge of the legislative agenda regarding schools.					
Demonstrate having used a number of professional venues to communicate, influence, and respond to educational issues as they impact the school and the education of students.					

Mentor Internship Completion Statement: _____ has demonstrated evidence of meeting the *Washington State Standards* and has satisfactorily completed an administrative internship.

District Mentor Signature

Date

University Supervisor Signature

Date

Intern Signature

Date

This document was developed from the following source: Council of Chief State School Officers. (2000). *Collaborative professional development process for school leaders: The interstate school leaders licensure consortium*. Washington, DC: Author.

Appendix L • Collection of Evidence Evaluation

WASHINGTON STATE UNIVERSITY Administrator Certification Program EDAD 590 Administrative Internship PORTFOLIO EVALUATION 2014-15

Intern _____ Type of Certificate _____ Date _____ Grade _____

Section 1

	Needs Improvement	Completed	Rubric Score
1. Letter of Successful Completion of Internship from Mentor (original to supervisor)			
2 Final Assessment—Washington State Standards			
3. Final Reflective Paper on Preparation Program (5 page maximum) Comments:			
4 Platform of Educational Beliefs Comments:			
5. Pre-Post Internship Performance Self Assessment (chart growth for each standard and overall growth) Comments:			OVERALL GROWTH
6. Resume and Letter of Application Comments:			
8. Internship Log Comments:			# Of Hours

Section 2

9. Learning Environment Portfolio, Analysis, and Product Comments:			
10. Record of Engagement with Diverse Populations Comments:			
11. Presentation of Portfolio Products and Activities for ISLLC Standards (5 page summary and reflection per standard, plus 3-5 artifacts of evidence) Comments:			
Standard One -----			
Standard Two—2A -----			-----
Standard Two—2B -----			-----
Standard Three -----			-----
Standard Four -----			-----
Standard Five -----			-----
Standard Six -----			-----

Section 3

12. PGP			
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Comments:

Adopted 2007-08; Revised 2008-09; Revised 2013-14; Revised 2014-15

Appendix M • Internship Collection of Evidence Reflective Paper Rubric

INTERNSHIP COLLECTION OF EVIDENCE REFLECTIVE PAPER RUBRIC

Criteria	Unmet	Met	Exemplary
The reflection focuses on “the journey” to educational leader.	1	2	3
Discusses non-negotiable leadership beliefs.	1	2	3
Synthesizes learning regarding instructional leadership.	1	2	3
Writer cites examples of research, readings or experiences in paper.	1	2	3
Conforms to no more than 5 pages in length. (double-spaced)	1	2	3

Total Points _____

Average _____

Key:

1 – Unmet – Did not meet standard

2 – Met – Met standard

3 – Exemplary – In addition to met standard, student demonstrated exemplary performance

Appendix N • Sample Format for Internship Log

Date	Description of Activity	Role	Hours	ISLLC Standards						Comments
				1	2	3	4	5	6	
				Vision of Learning	Coherent Instructional Strategies	Manage organization, operations, resources	Collaborating with Families & Community	Acts with Integrity, Fairness, and Ethically	Understanding, Responding, Influencing	

Appendix O • Common Performance Task Guide for Principal and Program Administrator Certification

WASHINGTON COUNCIL OF EDUCATION ADMINISTRATION PROGRAMS (WCEAP)
Performance Task Guide for Principal and Program Administrator Certification

***Common Performance Task Guide
for Principal and Program Administrator
Certification***

***DEVELOPED BY
WASHINGTON COUNCIL OF EDUCATION ADMINISTRATION
PROGRAMS (WCEAP)***

***For Implementation in January 2012
Approved Washington State Leadership
Preparation Programs
Revised December 3, 2013***

Rationale for WCEAP Common Performance Task Guide

What is the WCEAP Performance Task Guide? In response to the need for continuous improvement in Washington state-approved administrator preparation programs, WCEAP members created a performance task guide to assist in planning and curriculum development and at the same time allow for innovation in curriculum and pedagogy related to the ISLLC standards. The guide is written as a template describing features for common tasks for each ISLLC standard. The template provides standard descriptions and also gives flexibility so that programs may design tasks that match program-specific curricula. The template includes:

- ISLLC standard,
- Description of the task,
- Description of possible product(s)
- Description of evidence of conceptual knowledge, applied knowledge, impact, and how the task relates to leadership dispositions.

Who develops the performance tasks and products?

Each program approved in WA State develops unique performance tasks and learning activities related to the ISLLC standards. The performance task guide is a tool for use by approved programs to align curriculum to the performance task descriptions. WA state preparation programs require students to develop a portfolio of evidence in relation to the standards. For program approval, each program prepares a portfolio of evidence for review by Professional Educator Standards Board (PESB).

What are examples of possible student products? For each performance task description, programs develop products that give evidence of student learning. Products may vary across programs in order to match curriculum and allow for flexibility and creativity. Many products are possible and may include those on the following list. The important point is that the products give evidence as described in the template. Further, the work included in a product often addresses more than one ISLLC standard. The following list is only illustrative; many more possible products may be defined.

- Collection of artifacts and reflection (culture study, committee plan)
- Internship log and/or journal
- Written paper (analysis, summary, reflection, documentation, description)
- Video and visual application (documentary, picture, collage, data display)
- Electronic and interactive applications (web, blog, PowerPoint)
- Written communication (newsletter, news story, brochure, handbook)
- Compiled data (student achievement, study of culture, discipline)
- Curriculum materials for adults or students
- Adult learning guides (Professional development plan, meeting agenda)
- Planning guides (committees, department, school improvement)
- Instructional support materials (teacher conferences, observations, assessment, professional growth plan)

What is the role of WCEAP?

WCEAP members collaborate to improve the quality of preparation programs across the State of Washington. WCEAP members intend to regularly review and update the performance task guide in relation to the ISLLC standards and other WA requirements for administrator certification.

WCEAP developed the performance task guide to align with and link across three sets of requirements for school leader certification in WA State. As school leader roles become more complex, the guide may be revised by WCEAP to stay current with changing WA State requirements, including:

*WA State Administrator Residency Certification Performance
WA State Administrator Professional Certification Performance
WA State Principal Evaluation Criteria SB 6696*

How do preparation programs use the guide?

The performance task guide is a tool for improving program quality and identifying when curriculum and pedagogy may need revision. Program faculty may use the performance task guide for planning curriculum, and organizing instruction, and designing products within a program. It may clarify expectations for mentors and internship supervisors and serve to assess a student's preparation for certification. Finally, it may be useful to students to organize and conceptualize their learning and as a planning document for the job search.

How do state agencies use the guide?***Professional Educator Standards Board (PESB) and the Office of the Superintendent of Public Instruction (OSPI)***

PESB expects preparation programs to use the performance task guide to ensure that students meet state standards for residency certification. PESB understands that products and demonstrations of leadership skills may vary across programs. For accountability purposes, each program develops a program portfolio including sample performance tasks and rubrics for program approval.

How does the guide address growth across a professional career?

The WCEAP membership expects certified WA school leaders to increase their knowledge, skills, and impact on student learning and the culture of a school or program across the span of a career. Gradually, with experience and continued study, school leaders deepen their knowledge, from conceptual and personal knowledge, to include strategic knowledge, increased cultural responsiveness, and ability to impact and influence school systems.

Residency Certification

The intern's demonstration of leadership skills emphasizes conceptual and applied knowledge, cultural responsiveness, and reflection about that knowledge and action.

Professional Certification

The administrator's demonstration of leadership skills includes increased emphasis on applied and strategic knowledge and reflection, improved cultural responsiveness, as well as impact on student learning and school improvement.

Career Level

The administrator's demonstration of leadership skills emphasizes all types of knowledge with an emphasis on sustained impact of adult performance, school culture, and student achievement that addresses the achievement gap.

History of WCEAP and the performance task guide

In 2009 WCEAP was invited by PESB representatives Larry Lashway and Coleen Putaansuu to revise the original tasks designed to meet the ISLLC standards. The previous performance tasks used by the WCEAP programs served the purpose very well for many years. However, since policies had changed, it seemed advisable and proactive to revise the tasks. In particular, the addition of a professional certification level required WCEAP members to rethink the expectations that programs have for candidates for the WA State principal and program administrator certificate. WCEAP members determined that updated tasks were necessary in response to the increased complexity of the principal's role and WA State's requirements for certification.

A subcommittee of WCEAP was charged with revising the common performance tasks required for program completion for the principal and program administrator certificates in Washington State and met over the course of two years 2009-2011. This subcommittee included John Bond, Seattle Pacific University; Karen Campbell, Heritage University; Kathy Kimball, University of Washington; Don Larsen, Western Washington University; Michael Silver, Seattle University. The group brought revisions to WCEAP for review over the course of several meetings in 2010 and 2011. The full membership determined that a single performance task for each ISLLC standard was insufficient to meet the complexity of each standard and therefore developed the templates included in the performance task guide. WCEAP members agreed to review and adapt the guide as part of the regular work of the council.

Standard 1 *Page 4*

Standard 2 *Page 5-8*

Standard 3 *Page 9*

Standard 4 *Page 10-11*

Standard 5 *Page 12-13*

Standard 6 *Page 14*

Washington State Standard 1 Performance Task: Visionary Leadership

<p>1. Washington State Standard 1 Visionary Leadership</p>	<p>A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school/program and community stakeholders.</p>
<p>2. Description of Task</p>	<p>The candidate studies a school or district program's vision of learning requiring the gathering of data and providing a synthesis of artifacts and other information to show how the vision is developed, renewed, and sustained by the principal/program administrator and how it influences the planning and functioning of the school or program.</p>
<p>3. Product(s) Products may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Study of the School/Program Vision The candidate addresses the content of the vision of learning, its alignment with district and stakeholder priorities, how well it is understood by members of the school community, and how it influences the school's or program's planning and implementation processes. The product might address questions that the candidate sees as critical in relation to the criteria associated with this standard.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge This product allows candidates to demonstrate conceptual knowledge related to the following: 1. Advancing a district-wide shared vision for learning. 2. Putting the vision for learning into operation 3. Developing stewardship of the vision.</p>
	<p>Applied Knowledge Some applied knowledge might be demonstrated in the candidate's evaluation of how the vision serves the needs of the school community. However, opportunities to apply knowledge related to this standard are demonstrated primarily on the job as a principal and in preparation for Professional Certification.</p>
	<p>Impact Evidence (focuses on the results of the administrator's actions) Opportunities to demonstrate impact related to this standard are demonstrated primarily on the job as a principal/program administrator and in preparation for Professional Certification. It will be unusual for candidates to demonstrate impact of the development and use of a school or program vision.</p>
	<p>Dispositions: The candidate's product and reflective analysis should provide an opportunity to demonstrate and discuss dispositions: The educability of all students; high standards of learning; continuous school improvement; inclusion; culturally responsive programs and leadership; ensuring students' success; willingness to continuously examine one's own assumptions, beliefs, and practices.</p>

Washington State Standard 2 Performance Task-A: Instructional Improvement

<p>1. Washington State Standard 2 Instructional Improvement</p>	<p>A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth.</p>
<p>2. Description of Task</p>	<p>The candidate uses the School Improvement Plan (SIP) and other artifacts from the school or program to describe, critique, and recommend next steps for improving the school or program's central strategies for improving instruction and student learning. This is a broad standard and might include several products to demonstrate how a candidate might:</p> <ul style="list-style-type: none"> • Analyze effectiveness of the SIP • Create displays of student learning, • Analyze how instruction is driven by data • Describe how school leaders advocate, nurture, provide, and sustain an instructional program conducive to student achievement and staff growth • Plan and deliver professional development activities • Develop professional growth plan with teacher • Develop formative and summative assessment strategies that align with curriculum, assessment, and instruction.
<p>3. Product(s) Products may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Reflective Analysis of the Implementation of the School Improvement Plan to Improve Learning The product describes the school's current strategy for improving student learning, including, for example, professional development, curriculum changes, data use, and teacher collaboration strategies. The product includes critique of these practices and recommends next steps for improvement of student learning in the school.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge This product allows candidates to demonstrate conceptual knowledge to:</p> <ul style="list-style-type: none"> • Develop understanding of models and structures to use for planning professional learning and for professional development; • Conduct data-driven dialogue for the purpose of improving teaching and learning practice; • Practice with observation and supervision protocols to improve student achievement through improvement of teaching practice; • Plan for and participate in professional development that analyzes alignment between curriculum, assessment, and

<i>Standard 2A cont.</i>	<i>instruction.</i>
	<p><i>Applied Knowledge</i> <i>Some applied knowledge should be demonstrated in the candidate's potential for influence and leadership in this area. Most opportunities to apply knowledge related to this standard are demonstrated primarily on the job as a principal/program administrator in preparation for Professional Certification.</i></p>
	<p><i>Impact Evidence</i> (focuses on results of administrator's actions) <i>It will be unusual for candidates (in the role of intern) to demonstrate the success of all students through sustaining a culture of student learning and staff professional growth. Opportunities to demonstrate impact related to this standard are demonstrated primarily on the job as a principal/program administrator and in preparation for Professional Certification.</i></p>
	<p><i>Dispositions</i> <i>The candidate's product and reflective analysis should provide an opportunity to demonstrate and discuss dispositions: The purpose of schooling; all students can learn; ways students can learn; life-long learning; professional development is integral to school improvement; benefits of diversity; safe and supportive learning environment; collaboration with and among staff.</i></p>

Washington State Standard 2 Performance Task-B: Instructional Improvement

<p>1. Washington State Standard 2B Instructional Improvement</p>	<p>A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school cultures and coherent instructional programs that are conducive to student learning and staff professional growth.</p>
<p>2. Description of Task</p>	<p>The candidate conducts several classroom observations of the same or different teachers (or teacher candidates) using Washington State Teacher Evaluation Criteria and one of three approved instructional frameworks/rubrics. The structure of the classrooms observations will include (1) preconference with teacher; (2) classroom observation; (3) analyzing and interpreting observation and determining conference approach; (4) post-conference with teacher.</p>
<p>3. Product(s) Products may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Classroom Observation/Reflective Analysis The product describes a classroom observation conducted by the candidate and includes demonstrated use of the four steps of observation (above). The product includes a reflective analysis/critique of these observation steps and recommends steps for improvement of observation skills.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge This product allows candidates to demonstrate conceptual knowledge related to the following: Washington State teacher and principal evaluation criteria, four-tiered performance rating system, and the preferred instructional and leadership frameworks used to describe the evaluation criteria including self-assessment, goal-setting, and reflective practices.</p>
	<p>Applied Knowledge Some applied knowledge of evaluation criteria are demonstrated through the use of observation skills. However, opportunities to apply additional knowledge related to TPEP will be experienced by the candidate during the internship with the principal including use of student growth data and multiple measures of performance; evaluation conferencing; development of classroom teacher (and principal) support plans resulting from an evaluation; use of an online tool to manage the collection of observation notes, teacher (and principal) submitted materials, and other information related to the conduct of the evaluation.</p>

Standard 2B cont.	<p><i>Impact Evidence</i> (focuses on the results of the candidate's actions) <i>Opportunities to demonstrate impact related to this standard are demonstrated primarily on the job as a principal/program administrator and in preparation for Professional Certification. It will be unusual for candidates to demonstrate impact of classroom observations or teacher evaluations.</i></p>
	<p><i>Dispositions</i> <i>The candidate's product and reflective analysis provide an opportunity to demonstrate and discuss dispositions:</i></p> <ul style="list-style-type: none"> • <i>The belief in professional learning as an underpinning of the new evaluation system.</i> • <i>The critical importance of teacher and leadership quality and effectiveness.</i> • <i>The professional nature of teaching and leading a school</i> • <i>The complex relationship between the system for teacher and principal evaluation and district systems and negotiations.</i> • <i>The ultimate goal of all observations and evaluations should be to improve teaching and learning.</i>

Washington State Standard 3 Performance Task: Effective Management

<p>1. Washington State Standard 3 Effective Management</p>	<p>A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>
<p>2. Description of Task</p>	<p>The candidate gathers and analyzes data to determine whether and how the systems in the school or program work to create a safe, efficient, and effective learning environment. Strategies and tools for gathering data might include, for example: equity or diversity audit, cultural survey, physical plant survey, resource alignment audit, flow charts, contracts, agendas and minutes of meetings, student and teacher handbook, website.</p>
<p>3. Product Product(s) may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Analysis, Reflection, and Recommendations for a Safe, Efficient, and Effective Learning Environment. The product analyzes and reflects upon the data collected about the school or program's learning environment. The candidate should make reference to the data and artifacts, and evaluate to what extent these systems work to support a safe, efficient, and effective learning environment. When appropriate, candidates might make recommendations based on analysis to the school or program leadership team.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge The candidate develops conceptual understanding of resource alignment theory and practices in order to create an environment for student learning. Conceptual knowledge includes the following: Methods for gathering data; theories of communication and engagement with constituents; legal requirements for schools; and communication systems for organizations; concepts of equity and equality.</p>
	<p>Applied Knowledge: This evidence focuses on the behavior of the candidate in: Gathering and mapping data; analyzing data; presenting data and information; making recommendations to the administrative team; preparing and presenting to a public audience.</p>
	<p>Impact Evidence (focuses on the results of the administrator's actions) The evidence should provide data to inform the school and lead to possible improvement in the school environment. The candidate might initiate a cyclical review process based on the data. In the intern role, it will be unusual for the candidate to demonstrate impact on the learning environment of the school.</p>
	<p>Dispositions The candidate's product and reflective analysis should provide an opportunity to demonstrate and discuss dispositions: Making management decisions to enhance learning and teaching; taking risks to improve schools; trusting people and their judgments; accepting responsibility; holding high quality standards, expectations for performance; involving stakeholders in management processes; importance of a safe environment; political savvy.</p>

Washington State Standard 4 Performance Task: Inclusive Practice

<p>1. Washington State Standard 4 Inclusive Practice</p>	<p>A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>
<p>2. Description of Task</p>	<p>The candidate gathers data, uses tools and strategies, and displays data about collaborations and partnerships with community members and families. Examples of tools and strategies might include: Participation in partnerships (e.g., PTA, church, higher education, business, after-school program); conducting audits or surveys; using focus group or interviews to gather parent and student voice; using OSPI and district websites to explore data related to the achievement gap. In addition, the product might include a collection of artifacts/schedules of events such as open houses, PTA, parent- teacher interactions, home visits, etc. to determine whether they match the ethnic/cultural/language needs of the community.</p>
<p>3. Product(s) Product(s) may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Recommendations to Address Achievement Gap (Opportunity Gap) The candidate develops and gives recommendations to close the achievement gap to a designated audience. The audience might include student peers, school staff or leadership team, or principal mentor, internship or school supervisor, a parent group, or community stakeholders. The candidate might give recommendation(s) and next steps for the school to partner with communities and other stakeholders, using strategies that enhance student learning and focus on narrowing the achievement gap.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge The candidate should gain knowledge of racial/ethnic diversity; cultural awareness; and knowledge of different cultural traditions, religions, and parenting practices and will have an understanding of cultural competence.</p>
	<p>Applied Knowledge Developing presentations which include:</p> <ul style="list-style-type: none"> • Describing the relationship between the leadership and school community • Participating in partnerships with community, youth family service, and business groups, higher education, religious service agencies • Using tools for data gathering (focus group, panel, survey, interview, observation)

Standard 4 cont.	<ul style="list-style-type: none"> • Using OSPI or district tools to gather and display data demonstrating achievement disaggregated by ethnicity/race, SES, gender, or other characteristics • Speaking, explaining, responding re: demographics and achievement gaps in the school • Empowering a group of parents to advocate for their students' needs.
	<p>Impact Evidence (focuses on the results of the administrator's actions) The candidate can develop and explain a plan of action to reduce the achievement gap to a public audience. It will be unusual for candidates to demonstrate impact on the achievement gap. Opportunities to demonstrate impact related to this standard are demonstrated primarily on the job as a principal/program administrator and in preparation for Professional Certification.</p>
	<p>Dispositions The candidate's product and reflective analysis should provide an opportunity to demonstrate and discuss dispositions: diversity is an asset; attitudes of openness, empathy, trust, and respect for different types of families (race/ethnicity, sexual orientation, ELL, SES, etc.); schools are an integral part of a larger community; collaboration and communication with families; involvement of families and other stakeholders in school decision-making processes; diversity enriches the school; families as partners in the education of their children; families have the best interests of their children in mind; resources of the family and community are brought to bear on the education of students; an informed public is essential for a democracy.</p>

Washington State Standard 5 Performance Task: Ethical Leadership

<p>1. Washington State Standard 5 Ethical Leadership</p>	<p>A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner.</p>
<p>2. Description of Task</p>	<p>The candidate responds to one or more program prompts regarding integrity-based decision-making embedded into each standard or as a stand-alone product. For example, prompts might be like the following: How are ethics and fairness reflected in your practice as a leader across the six ISLLC standards? Given a hypothetical moral dilemma, describe how you would respond and why.</p>
<p>3. Product(s) Product(s) may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Making Decisions about Moral/Ethical Dilemmas in Leadership This product might vary in form (e.g., journal response, portfolio essay, or response embedded in another assignment) to address fairness and integrity in leadership when faced with difficult decisions, or moral/ethical dilemmas. The prompts might be related to each standard separately or to all standards in terms of how acting with integrity, fairness, and in an ethical manner spans the leader's many roles.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge In this product, the candidate should clearly articulate a definition of fairness and integrity in relation to the practice of educational leadership. The candidate might further describe nuances between moral and ethical dilemmas, right vs. right, and right vs. wrong decisions.</p>
	<p>Applied Knowledge This product allows the candidate an opportunity to describe specific actions that define integrity and fairness embedded within the practice of educational leadership. However, opportunities to apply knowledge related to this standard are demonstrated primarily on the job as an administrator and in preparation for Professional Certification.</p>
	<p>Impact Evidence (focuses on results of administrator's actions) The potential evidence of impact related to acting with fairness, integrity, and in an ethical manner can be described in the product and in unique circumstances practiced fully in preparation for residency certification. However, opportunities to demonstrate impact related to this standard are primarily demonstrated on the job as a principal/program administrator and in preparation for Professional Certification.</p>
	<p>Dispositions The candidate's product and reflective analysis should provide an opportunity to demonstrate and discuss dispositions: Intentional</p>

<p><i>Standard 5 cont.</i></p>	<p><i>behavior that models, demonstrates, and expects integrity and fairness in leadership and teaching and learning practice can be summarized in the written product for this standard and as opportunities are presented during candidacy for residency certification. The candidate will demonstrate the value of: The ideal of the common good; the principles in the Bill of Rights; the right of every student to a free, quality education; bringing ethical principles to the decision-making process; subordinating one's own interest to the good of the school community; accepting the consequences for upholding one's principles and actions; using the influence of one's office constructively and productively in the service of all students and their families; development of a caring school community.</i></p>
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Washington State Standard 6 Performance Task: Socio-Political Context

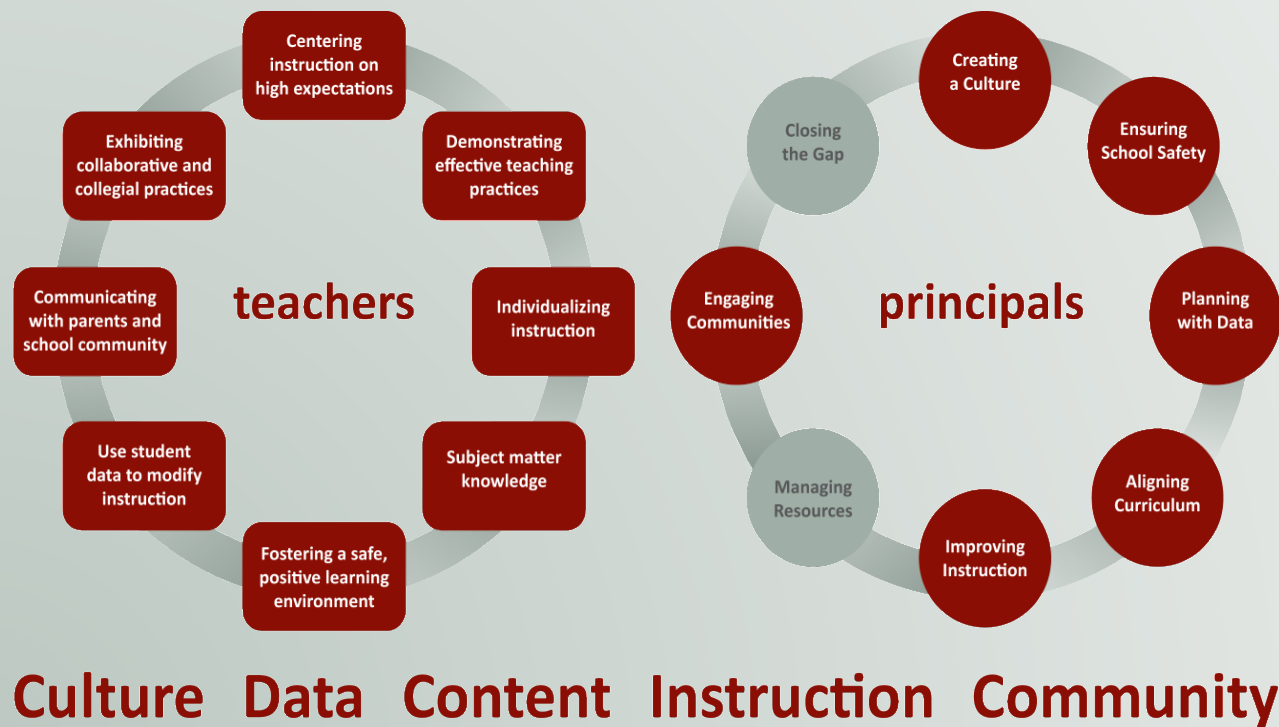
<p>1. Washington State Standard 6 Socio-Political Context</p>	<p>A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>
<p>2. Description of Task</p>	<p>The candidate identifies a current local community educational issue with political implications and analyzes the issue in relation to the educational needs of children and the role of schools in a democratic society, taking into account the positions of various stakeholders.</p>
<p>3. Product(s) Product(s) may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Summary and Reflective Analysis of Leadership Influence in Broad Context The candidate provides (a) a summary of the educational issues, which places local concerns and conflicts in broader perspective and identifies the multiple perspectives and competing values that define the local political context, and (b) a reflective analysis that explores the potential for principal influence and effective advocacy. A reflective analysis explores implied assumptions and beliefs, and identifies possible strategies for principal influence that would advance the community conversation by advocating equitable and inclusive policies that benefit all children and families.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge This product allows the candidate to demonstrate conceptual knowledge related to the criterion: Understanding the role of schools in a democracy.</p>
	<p>Applied Knowledge Some applied knowledge can be demonstrated in the candidate's description of potential for principal influence and advocacy. However, opportunities to apply knowledge related to this standard are demonstrated primarily on the job as a principal/program administrator and in preparation for Professional Certification.</p>
	<p>Impact Evidence (focuses on results of administrator's actions) Opportunities to demonstrate impact related to this standard are demonstrated primarily on the job as a principal/program administrator and in preparation for Professional Certification.</p>

	<p><i>Dispositions</i></p> <p><i>The candidate's product and reflective analysis should provide an opportunity to demonstrate and discuss dispositions related to advocating for the role of schools in a democratic society, specifically: Education as a key to opportunity and social mobility; recognizing a variety of ideas, values, and cultures; importance of a continuing dialogue with other decision makers affecting education; actively participating in the political and policy-making milieu affecting education; using legal systems to protect student rights and improve student opportunities.</i></p>
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NOTES

Appendix P • Teacher and Principal Evaluation Criterion (TPEP)

New Teacher and Principal Evaluation Criterion (TPEP)



Appendix Q • Professional Growth Plan (PGP)

PROFESSIONAL GROWTH PLAN (PGP) TEMPLATE FOR PROGRAM COMPLETION

First Name:	Last Name:	
Institution:	Academic Year:	
Certificate Program: <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="checkbox"/> Residency Teacher <input type="checkbox"/> Residency Principal/Program Administrator <input type="checkbox"/> Professional Principal/Program Administrator </div> <div style="width: 30%;"> <input type="checkbox"/> Residency School Counselor <input type="checkbox"/> Residency School Psychologist </div> <div style="width: 30%;"> <input type="checkbox"/> Initial Superintendent <input type="checkbox"/> Professional School Counselor <input type="checkbox"/> Professional School Psychologist </div> </div>		
Step 1 - Needs Assessment and Goal Selection		
Describe your selected professional growth areas of focus, as well as information from your self-assessments that supports your selections. Link each area of focus to a specific standard and benchmark.		
Areas of Focus/Goals Based on your self-assessment, identify areas of focus that will lead to your professional growth.	Rationale What will you and/or your students be able to do as a result of your professional growth that you and/or they are not able to do now?	Standards Residency candidates must focus on the “professional” level standards. Professional certificate candidates must focus on the “career” level standards. http://program.pesb.wa.gov/program-review/standards
Step 2 - Professional Growth Action Plan		
Activities What specific growth activities will you engage in to obtain the identified new learning? The activities should focus on both the content knowledge you acquire as well as the skills you develop.	Proposed Evidence Briefly describe the evidence that you will collect. Evidence may include areas beyond test scores such as attendance rates, discipline referrals, programs implemented, and other P-12 student or adult data.	
Step 3 – Review of Plan		
_____ Candidate Signature (required)	_____ Print Name	_____ Date
_____ Program Signature (required)	_____ Print Name	_____ Date

Appendix R • University-School District Internship Agreement

Individual Letter Agreement
UNIVERSITY-SCHOOL DISTRICT INTERNSHIP
Washington State University-Department of Educational Leadership
2014-2015

Name of Intern/Student _____

Current Position _____

Home Address _____

Telephone Numbers (W) _____

(H) _____

(C) _____

Credential Seeking _____

School District Information:

School District _____

Superintendent _____

Internship Site _____

Site Address _____

Mentor Supervisor _____

Mentor Position _____

Mentor Telephone _____

Purpose of the Internship: The purpose of the internship is to provide practical experience in the duties and responsibilities of the principal/program administrator. The core of the internship experience should align with the **Washington State Standards for principal/program administrator** and the skills defined in the Washington Administrative Code (WAC). It is expected the intern will have opportunities to acquire knowledge, demonstrate skills, and solidify core values and beliefs in areas of management and leadership. The intern must complete a minimum of 540 hours of internship related activities that may include activities before and after the regular student school year.

Responsibilities of School District Mentor: Mentor responsibilities include supervision, guidance, and assistance to the intern in planning and implementing internship responsibilities. It is expected the intern will have an opportunity to experience most of the management and

leadership responsibilities of the principal/program administrator. The Mentor is expected to provide feedback and counsel to the intern on a regular basis and to help the intern to understand the “why” as well as the “how” of school/district events. The mentor is expected to periodically review with the intern the “Leadership Self Assessment” and to certify the intern has demonstrated evidence of meeting the ISLLC Standards on the Final Assessment Form. It is expected the mentor will include the intern in district meetings and activities and act as the intern’s advocate, as appropriate. The mentor will communicate any concerns to the university liaison in a timely manner.

Responsibilities of University Liaison: The university liaison will provide oversight for the internship through communication and/or site visits with the intern and the mentor. The university liaison will meet regularly with the intern to provide guidance and counseling as to the completion of the requirements of the internship, including the portfolio. The university liaison will recommend the intern for the appropriate certification upon successful completion of the internship and the other university/State of Washington requirements. The university liaison will communicate any concerns to the mentor in a timely fashion.

Approved by:

University Liaison_____Date_____

Mentor Supervisor_____Date_____

Superintendent of Schools_____Date_____

Originals to Student Files (Certification Office)
Copies to Intern, Mentor, and University Liaison