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Seattle Pacific
UNIVERSITY

School of Education
Educational Leadership Program

Principal and Program Administrator Certification
Program

Intern Manual

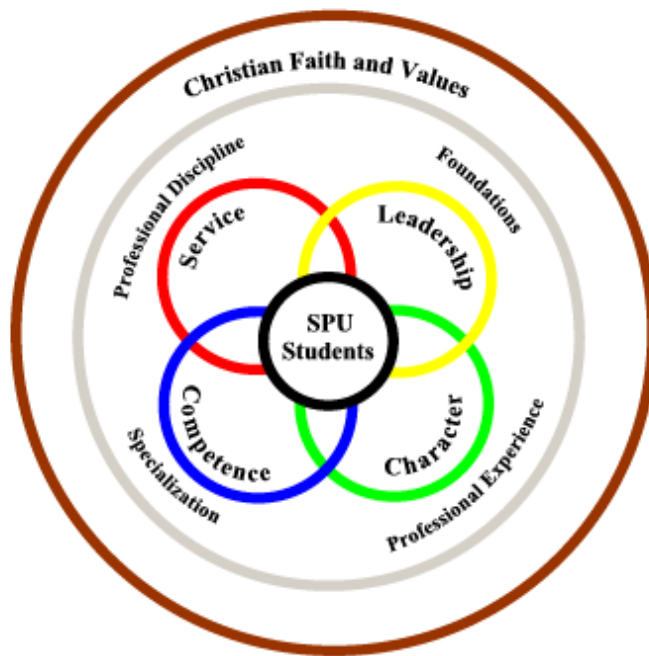
TABLE OF CONTENTS

	<u>Page</u>
Seattle Pacific University's Mission and Vision	3
Program Description	4
Information for the Internship	6
Performance Standards and Components	7
Additional Requirements for the Internship	12
Suggested Activities for the Internship	15
 <u>Appendices</u>	
Appendix A ISLLC Standards	18
Appendix B Washington Administrative Code	20
Appendix C Sample Letter of 40 hour documentation	21
Appendix D Sample Planning Document	22
Appendix E Sample Log	28
Appendix F Leadership Planning Calendar	29
Appendix G Summary of Intern Requirements	32
Appendix H Program Description for M.Ed. in Educational Leadership	33
 <u>Forms</u>	
Intern Data Sheet	34
Site Agreement	37
Leadership Planning Calendar Template	39
Summative Evaluation	40

Seattle Pacific University
School of Education

Service • Leadership • Competence • Character

The mission of the School of Education at Seattle Pacific University is to prepare educators for *service* and *leadership* in schools and communities by developing their professional *competence* and *character* within a framework of Christian faith and values.



The vision of the Seattle Pacific University School of Education is to influence the region, the nation, and the world through the preparation of educational leaders for public and private schools.

THE EDUCATIONAL LEADERSHIP PROGRAM

The Educational Leadership Program at Seattle Pacific University is designed to ensure that relevance and currency of best practices in school leadership guides the development of educational leaders. The program is organized around the following commitments and themes:

Commitments of:

- **Competence** - with knowledge and skill to effectively address problems of practice and support lasting change for effective schools.
- **Character** – as one who is honest, trustworthy, ethical and emulates servant leadership.
- **Change** - with the ability to be visionary and understand systems theory in order to bring about the culture and climate that continually supports student learning.
- **Community** – through caring and professional relationships, leaders will be challenged to learn and work in an extended professional community.

The attributes of each of the Commitments will guide and be incorporated with the program's delivery and content. Therefore the Internship, which is approximately one-third of the requirements must reinforce and reflect those commitments.

In addition, a renewed emphasis is placed on three underlying themes. Each theme is integral in the content of courses, seminars, and internship to ensure that students' experience a coherent and consistent program.

Program Themes:

- **Knowledge of Theory** - in leadership style, supervision & management, change process, decision-making, conflict resolution, instructional leadership, resource management, and educational policy & law in order to create a school culture focused on student achievement.
- **Application of Practice** – in the skills, techniques, and strategies necessary for the improvement of student learning.
- **Understanding of Self** - of beliefs, values, leadership strengths & challenges, and professional & personal goal setting which are all centered on the vision that all students can learn and achieve at high levels.

For faculty and intern supervisors it will be a priority to ensure that interns are guided in an intentional internship experience that will allow the intern to reflect, refine and develop each of the above themes into a personal leadership model. The following information, documents and framework for the intern experience will help guide that leadership development.

Program Description

Principal-Program Administrator Certification

The non-degree program for principal and program administrator certification is designed to prepare an individual for a position as a school principal in the elementary and/or secondary schools or an administrator in a support position within a school district. It is accredited nationally by the National Council for the Accreditation of Teacher Education. Successful completion will qualify the student for a Washington Residency P-12 certificate as a school principal or program administrator.

Each applicant to this program must have a master's or other advanced degree (specific area not designated) and a minimum of 1 year of successful experience as a certificated teacher or educational staff associate.

The program requirements:

Major Courses (21 credits)

Major courses provide the background, perspectives, and resources necessary to prepare you as a school principal or program administrator.

EDAD 6580	Educational Administration (3)
EDAD 6581	The Principalship (3)* [or EDAD 6582 Private School Principalship (3)] <i>*Candidates for a Program Administrator certificate are to substitute an approved elective for this course</i>
EDAD 6584	School Finance (3)
EDAD 6585	Washington School Law (3)
EDAD 6586	School Personnel Administration (3)
EDAD 6588	Instructional Supervision (3)
EDAD 6589	Current Issues in Educational Leadership (3)

Internship (9 credits)

The yearlong internship experience provides practical experience under the supervision of a certificated school principal and qualified SPU faculty. The internship is a vital, integrative experience in which students do administrative-type activities while being supervised in a school setting.

EDAD 6940	School Administration Internship (3, 3, 3)
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Prerequisites: In order to provide a solid foundation for this experience, all "major courses", with the exception of EDAD 6588 Instructional Supervision, should be completed prior to beginning the internship. Other exceptions to prerequisite requirements and internship credits to be taken per quarter must be approved through the program chair.

Clarification: All future reference to the internship assumes the commonality of studies and intern experience between the principal and program administrator preparation program. Therefore, when the term principal is used it shall be considered synonymous with program administrator.

Information for the Principal/Program Administrator Internship

Design:

This three-quarter internship (Fall, Winter, and Spring) is designed to provide practical experience in the duties and activities of the principal. The internship is a cooperative arrangement by the candidate for the certificate, the cooperating school district (principal or site supervisor), and the Seattle Pacific University intern supervisor in the School of Education. The internship experience should include participation in a maximum number of meaningful experiences related to the principal's certificate to fulfill the standards designated by statutes, regulations, Educational Leadership program and the School of Education at Seattle Pacific University.

Approval of Internship Assignment:

An Internship Site Agreement must be completed by the district superintendent or designee and approved (signed) by the appropriate person in the School of Education, Seattle Pacific University, prior to the intern's registration for the internship. Final approval for the internship is the responsibility of the University. Qualifications of the school or site mentor, both in terms of experience and preparation, and perceived opportunity for a quality experience at school site will be the basis for approval of said internship.

Registration:

The internship should be taken near the end of the program. All work leading to certification should be completed by the conclusion of the internship. Because the internship is a full school year program, registration must be completed each quarter – fall, winter, and spring – for three credits each quarter. Registration for the fall quarter should be accomplished by the third week of September. Registration for subsequent quarters should be completed prior to the end of the first week of the quarter.

Grading:

The internship will be graded quarterly for three credits. Since the final evaluation and other assignments are not completed until spring quarter students receive an "N" grade (means work in progress) for fall and winter quarters. When all intern requirements are met the "N" grades are changed to the appropriate letter grade.

Content:

The exact nature and emphasis of the internship will be determined by the candidate and school/site supervisor (mentor) with the approval of the supervisor from the School of Education, Seattle Pacific University. Because the internship offers a full range of school experiences, it is imperative that the intern begin and continue work with the site supervisor one or two weeks preceding the opening and following the closing of the school. The core of internship experiences needs to be centered on the ISLLC standards and skills defined in the Washington Administrative Code (Appendices A&B).

The intern, under supervision of the school site administrator, shall develop the planning document, which is a list of proposed tasks and activities to be accomplished and responsibilities to be assumed during the school year. This list will be presented to the University Supervisor at the first conference held at the school site during fall quarter. A sample-planning document is found in the Appendix D with more examples provided online.

School Supervisor Role:

The school district supervisor should provide reasonable supervision for the candidate. Supervision may occur in several ways. Some may schedule a conference period at a regular planned time. Projects/tasks may be assigned to the candidate and evaluations made at the conclusion of the assignment. A specific plan for some type of formal conferencing is desired between the candidate and his/her school district supervisor. This conference is best held on a regular and weekly basis. A conference plan should be presented to the University supervisor at the first conference of the fall quarter.

University Supervisor:

The University supervisor will arrange conference sessions with the candidate and school supervisor for evaluation and assistance on a scheduled basis. Distance may dictate the frequency of such meetings. Generally, the University supervisor will arrange for at least two conferences (in person or by phone) in each quarter of the internship. The university sponsored seminars are an extension of the supervision process and intern development. The University supervisor will be responsible for the final grade.

Performance Standards and Artifacts

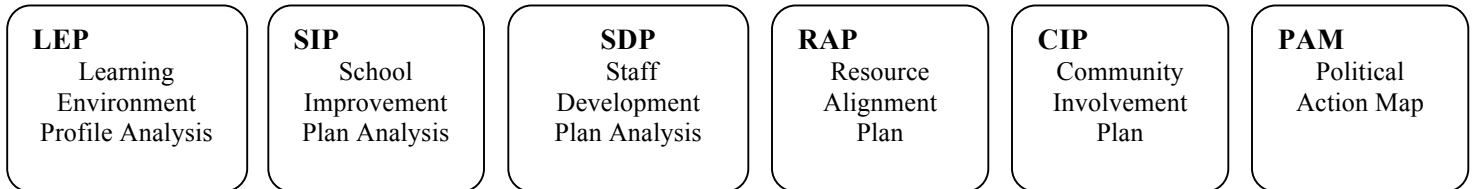
The Principal and Program Administrator programs require that students demonstrate competency in meeting the six ISLLC standards. Students will demonstrate this competency in both in the courses and the internship. Within each course and during the Internship students will complete a performance project or artifact. Each artifact is designed to demonstrate competency on a particular ISLLC standard; some standards may have more than one artifact.

The following section describes the Performance Standards as established for administrator preparation programs in Washington State and the additional requirements of SPU. The section further describes which projects or artifacts are to be completed and met during the internship and/or in the courses.

All artifacts from the courses as well as the internship are to be included in your Leadership Portfolio.

**WASHINGTON STATE'S MINIMUM
Principal Certification Performance Components
For The RESIDENCY CERTIFICATE**

**Performance Artifacts to be Included in
the Leadership Portfolio**



And a

PGP
Professional Growth Plan

This is a self-analysis of the candidate's strengths and weaknesses and describes how the candidate will address those weaknesses as well as have a continued focus on student learning.

In addition, the following artifacts are required by SPU

LIP
Legal Issues
Paper

**Values and
Ethics Project**

The following are embedded in all artifacts:

- Communication skills
- Ethical decision-making
- Legal considerations
- Cultural Competence

Principal Courses, ISLLC Standards & Portfolio Artifacts

Principal Preparation Courses	Artifact to be Included in <i>Portfolio</i>	ISLLC Standard Addressed	Action for Completion & Assessment
EDAD 6580 Educational Administration	<ol style="list-style-type: none"> <u>LEP</u> – Learning Environment Profile Analysis Values and Ethics project 	<p>I, Criteria 3 - Vision of Learning</p> <p>V, Criteria 2 – Ethical Actions & Leadership</p>	<ol style="list-style-type: none"> Introduction to and format for LEP developed in the course. Final project to be completed in Internship. A course requirement effective 11-12 year. Completed as a course requirement
EDAD 6581 The Principalship	<u>SIP</u> -Analysis of the School Improvement Plan	II, Criteria 1 - Student Learning & Staff Professional Growth	Introduction of and criteria for analysis developed in the course. Final project To be completed in Internship A course requirement effective 11-12 year.
EDAD 6584 Washington School Finance	<u>RAP</u> – Resource Allocation Plan	III, Criteria 4 – Management of the Organization	Plan is completed as a course requirement
EDAD 6585 Washington School Law	<u>LIP</u> – Legal Issues Paper	VI, Criteria 1 – Legal and Political Contexts	Paper is completed as a course requirement
EDAD 6586 Human Resources Administration	<u>CIP</u> – Community Involvement Plan	IV, Criteria 3 - Faculty & Community Collaboration	Plan is completed as a course requirement . Waived for 2011 Law Class
EDAD 6588 Instructional Supervision	<u>SDP</u> – Analysis of the Professional & Staff Development Plan:	II, Criteria 3 – Student Learning & Staff Professional Growth	Introduction of and criteria for the plan developed in the course. Final project to be completed in the Internship A course requirement effective 10-11 year.
EDAD 6589 Current Issues in Ed Leadership	<u>PAM</u> – Political Action Map	IV – Criteria 1 – Faculty & Community Collaboration	Map is completed as a course requirement
EDAD 6940 Principal Administrative Internship	<u>PGP</u> – Personal Professional Growth Plan Completion of: <u>LEP</u> , <u>SIP</u> & <u>SDP</u> *	V - Criteria 1 – Ethical Actions & Leadership	All artifacts are to be reviewed and assessed as part of the internship. *Except as noted above.

Performance Artifacts to be Completed in the Internship and Required to be Included in Leadership Portfolio.

1. LEP - Learning Environment Profile Analysis

This paper focuses on ISLLC Standard I, Visionary Leadership. Based on your coursework and internship experiences, as well as your work on the SIP Analysis, write a reflective analysis paper that describes the learning environment of your school.

- a. Review evidence of school-wide focus on student learning; the beliefs, action plans, and assessments with particular discussion of how data is used (or not) to improve student learning.
- b. Please include the following responses to the following questions in your analysis:
 - i. What are the important aspects of your school context and culture?
 - ii. Describe past critical events that have shaped the school's present culture and analyze their implications for improvement of student learning in your building.
 - iii. Describe faculty and staff demographics, experience, and strengths/challenges in terms of working collaboratively to improve student learning.

2. SIP - School Improvement Plan Analysis

This paper focuses on ISLLC Standards I & II and requires you to review and analyze your school's improvement plan in the light of the development stages addressed in the *OSPI School Improvement Planning Process Guide* or a similar process. Use the Data Grid (available on *Blackboard: Principal Certification Resources*) to help you know what items to consider in your school analysis. Not all information will be available in the plan; some will be at the OSPI website, on your school report card, a Title I Plan, or another school document. After completing the Data Grid, write a 3-5 page narrative and address the following:

- a. What process was used to develop your plan and how the staff and/or parents were involved?
- b. Discuss the strengths of your school's plan.
- c. Describe how the plan is, or is not, being used to guide instructional decisions.
- d. Describe the areas in the plan that need to be improved.
- e. Describe your involvement in the development and implementation of your school's plan.
- f. What you as a leader would do to improve the plan.

3. SDP – Staff Development Plan Analysis

This paper addresses ISLLC Standard II, Instructional Leadership. This paper is to be an analysis of how the school is organized to advocate, nurture, and sustain a school culture conducive to staff professional growth.

- a. The paper should describe the following:
 - i. The professional growth model currently in use for support and coaching of staff
 - ii. The current staff evaluation model
 - iii. The evidence that the staff development plan has improved student learning
 - iv. The evidence that professional development was based on identified staff instructional needs (surveys, assessment data, etc.) and adult learning theory
- b. In your analysis please address:
 - i. How well the current professional development models are equipping staff to positively impact student learning
 - ii. How the collaborative assessment of student work informs instruction
 - iii. In addition, if you were the new administrator in this building what would you keep, let go, and modify in the current professional development system to enhance student learning.

4. **PGP - Professional Growth Plan: To be developed after your Summative Evaluation is completed and reviewed.**

Prepare a professional growth plan, consisting of three sections, and due near the completion of your internship on a date determined by your University supervisor. This plan will be implemented as you assume an administrative position and move towards principal professional certification. This plan addresses ISLLC Standard V, *Ethical Actions, and Leadership*.

The Professional Growth Plan has three sections:

a. Reflection on your current growth towards ISLLC standards

In this first section, include the significant experiences of your internship as they relate to your competency and growth in the standards. Though much latitude will be permitted in the content of this section, you are expected to indicate the significant factors, which afforded growth, as well as any missing factors, which in turn denied skill growth. The framework and criteria for this section are the ISLLC standards (see Appendix A).

b. Your plan for further growth

The second section builds on your analysis in section one. Create a Professional Growth Plan that specifically addresses areas of weakness or a need for further experience that were mentioned in section one for each ISLLC area.

c. Impact on Student Learning

In the third section respond to the following three questions:

- i. What have you done to support teachers' efforts to improve student learning?
- ii. How have you demonstrated your knowledge of the state's four learning goals?
- iii. How will you know that teachers are able to demonstrate a positive impact on student learning?

Additional Requirements of the Internship

Log of Activities:

The candidate will maintain a log, which reports his/her experiences and reflections relating to the purposes of the internship. A copy of the log is to be submitted at the end of each month to the supervisor for review. To encourage candid opinions and evaluations, the log is received as a confidential document by the University supervisor. Sharing the contents with the school district supervisor is the prerogative of the candidate. The yearlong log is to be submitted to the University advisor near the completion of the internship experience and remains in the confidential file (subject to audit by the Office of Superintendent of Public Instruction) for a period of three years. The log is then destroyed.

The log will be a daily recording of activities and/or experiences of your internship. These selections should be those, which enforce by tangible means your growth and development on the Six ISLLC Standards listed in Appendix A. The candidates should evaluate them as learning experiences leading to further competencies. In the log, you are to:

- Record your entries at the end of each day. The average is 3 to 5 entries per week that describes the activity, hours and ISLLC standards.
- Prepare a weekly reflection of your experiences. As part of that reflection select one or two experiences and consider what went well and what could have been improved and why. These particular events/activities should have significance for your growth or development and that also relate to the Six Standards.
- The log shall be word-processed. Because confidence in any administrator is enhanced by his/her accuracy in correct usages of our language, all documents are expected to be correctly written.
- A sample log is found in the Appendix E. Use an electronic format or a three-ring binder for compiling the log. Include in your leadership portfolio binder all documents written by you or by others that relate to your internship, (i.e., an agenda for a faculty meeting which you were assigned to lead).

Beginning and Ending of School – “the 40-hour requirement”:

Because the internship offers the full range of school experiences for the candidates, it is imperative that you work with your school supervisor at least two weeks preceding the opening and following the closing of the school year.

Interns are expected to document at least 40 hours of administrative experience between May 15 and June 15 prior to the school year of the internship. The 40-hour documentation is to be turned in to the University supervisor at the first supervision visit. A sample of the 40-hour documentation letter is found in Appendix D.

Budget involvement:

All interns are to gain experience in the development of the site/program budget, monitoring of expenses and purchasing procedures. All secondary interns are to seek experience in the monitoring, purchasing procedures and planning of the ASB budget. This experience is to be called out in the log and be an area of reflection.

Leadership Calendar:

In many of your courses you have been asked to develop a calendar of key leadership events. During the internship you will be expected to now modify and refine those calendars into one working document. The calendar is to reflect not only what you learned as best practice in the courses but also when your school actually schedules those and other events. The intent is for you to have a realistic and useful calendar that you will be able to take to your first position. There is not a right format for your calendar but you may add to or modify the formats you were given in Human Resource Administration or in School Finance. See the Appendices for information on the key leadership events and also the Form section for the Finance calendar template.

Special Education/504 Requirement:

The knowledge of special education and 504 procedures and requirements is critical to the success of school administrators. Therefore, all interns are to plan, call out and reflect on in the Log the required activities identified below.

- Interview the District Special Education Director about what a principal/administrator needs to know about Special Education.
- Observe, participate in and/or lead a MDT, IEP and Manifestation meeting.
- Observe, participate in and/or lead a 504 meeting.

At the end of the intern experience, the intern is to prepare an extended reflection in the log regarding the knowledge and understanding gained in this area during the internship. This reflection will be reviewed with the supervisor at your final evaluation conference.

Staff Observations:

The ability to appropriately supervise and evaluate certificated staff has greater importance now than ever in the success of a school administrator to guide staff in the teaching and learning process. Each intern is to complete an observation cycle for five certificated staff. At least two of the observation cycles are to be “shadow Observations” with the supervising administrator. In addition, the intern is to document in the log at least 5 additional informal certificated observations.

Required Seminars:

Leadership Seminars for interns are held on campus and in Olympia. The content for these seminars includes, but is not limited to, the following topics/activities:

- Preparing for the Internship - Summer
- Leadership Lessons – Fall
- Developing a Leadership & Support team - Fall
- Marketing Yourself – Winter
- Mock Interviews – Winter
- A Day in Olympia – Spring
- Mentor/Intern Celebration Dinner with Panel discussion – Spring

In addition to the above there may be cohort discussion seminars held each quarter for the purpose of collaboration around leadership experiences.

Opportunities to meet with the faculty and cohorts as well as learn new content presentations are a vital part of the seminars.

Electronic Resources:

Blackboard: Once you declare your intention to Intern, you will have access to all forms and support information in this Handbook through the SPU Blackboard system. Select the course: *Principal Certification Resources*

Email: All communication between you and SPU regarding your internship will be via the SPU email address. Please make sure you either check that email daily or forward the SPU email to your home or work email account.

Suggested Areas for Planning an Administrative Intern Experience

POLICY/STANDARD OPERATING PROCEDURES

Handbook revision-faculty, staff, student
School board meetings
Administration of policy

School & district improvement activities
Departmental and/or grade level committees
Textbook adoptions
Appeal procedures

SUPPORT SERVICES

Lunchroom supervision
Health services
Transportation
Custodial/maintenance services
Clerical services

GUIDANCE/COUNSELING

Testing program
Test administration
Student placement procedures
Coordinate counseling services
Cumulative folders

CUSTODIAL SERVICES

Selection
Training
Scheduling
Responsibilities
Evaluation

LIBRARY/MEDIA SERVICES

Budget
Organization
Staffing
Policies

OFFICE MANAGEMENT/CLERICAL SERVICES

Selection/training
Scheduling
Evaluation
Responsibilities

STUDENT ACTIVITIES

Scheduling
Supervision
Calendar
Coordination
Assemblies
Clubs and activities
Dances, socials
Newspaper, annual
Recognition events

FINANCE

Requisitions/purchase orders
Budget development
ASB activity accounts
Monitoring the budget

STUDENT GOVERNMENT

Organization
Elections
Meetings of council
Advisors
ASB budget development & control
Fundraisers

CURRICULUM

Take a very active role in all areas related to the efforts to improve student learning
Alignment with GLEs
Assessment of student learning
District committees

STUDENT MANAGEMENT

Attendance
Discipline
Scheduling
Admissions
Records
Conferences
Promotion/retention
Grades
Suspension/expulsion
Hearings

CO-CURRICULAR PROGRAM

Supervision of coaches
Inventories
Training
Code of conduct
Evaluation

INSTRUCTIONAL SUPERVISION

The 'observation cycle" pre and post
observation conferences, classroom
observations
Informal observations
Learning walks

PROFESSIONAL ACTIVITY

Local-state-national professional
association

Teachers' Association meetings
Committee work
Professional Conferences

COMMUNITY RELATIONS

PTA/PTO, Booster clubs
News reporting
Public meetings
Bond/levy issues

SUPERVISION

Class visits
Staff meetings
Staff morale
School climate
Coordination of master calendar
Negotiated agreement
Daily bulletin

TEACHER PERSONNEL

Contracts
Salary schedules
Substitutes
Sick leaves, etc.
Staff development program
Grievance procedure
Interview/selection of staff
Teaching assignments

APPENDICES

Appendix A.....ISLLC Standards

Appendix B.....Washington Administrative Code

Appendix C.....Sample letter of 40 hour documentation

Appendix D.....Sample Planning Document

Appendix E.....Sample Log

Appendix F.....Leadership Calendar Guidelines

Appendix G.....Summary of Intern Requirements

Appendix H.....Program Description for M.Ed. in Educational
Leadership

Appendix A

ISLLC Standards for School Leaders

Educational Leadership Policy Standards: ISLLC 2008 **as adopted by the National Policy Board for Educational Administration (NPBEA)** **December 12, 2007**

Standard 1: *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*

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: *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.*

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

Functions

- A. Monitor and evaluate the management and operational systems

- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Appendix B

Washington State Administrative Code PRINCIPAL CERTIFICATION REQUIREMENTS

WAC 180-78A-325 Field Experience for all Administrators
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The internship shall take place in an education setting serving under the general supervision of a certificated practitioner who is performing in the role for which certification is sought. Components of the required internship shall include demonstration by the candidate that he or she has the appropriate, specific relevant skills pursuant to WAC 181-78A-270.

Provided, That an approved preparation program for principals shall require for those persons beginning their internship August 1, 2009, and after, an internship which requires practice as an intern during the full school year. A "full school year" shall mean five hundred forty hours of which at least one-half shall be during school hours, when students and/or staff are present:

Provided further, That an approved preparation program for principals shall require for those individuals entering the program on or after September 1, 2004, an internship that shall include demonstration by the candidate that she or he has the appropriate, specific skills pursuant to the standards identified in WAC 181-78A-270 (2)(b) and meets, at minimum, the standards-based benchmarks approved by the professional educator standards board and published by the office of the superintendent of public instruction. The benchmarks may not be changed without prior professional educator standards board approval.

Appendix C

Example of 40 Hour Documentation

AUGUST xx, 20xx

To: [*insert supervisor name*], Intern Supervisor

From: Intern

Re: Administrative Internship Activities
Spring and summer, 20xx

I participated in a variety of administrative internship activities with Principal Y at Broadview for the duration of 40 hours or more before the district staff began the 20xx-20xx school year. Some of the activities in which I participated are listed below:

- a. Shadow interview
- b. Dispersal of building fund materials within classrooms
- c. Accounting of building fund materials
- d. Master scheduling
- e. Staff introductions and interactions
- f. Administrative team meetings
- g. Staff meetings
- h. Meetings with other administrators outside of Broadview

The above experiences were excellent preparation for the beginning of my internship year!

Verified:

Name, Intern

Date: _____

Name, Principal or supervisor

Date: _____

Appendix D

Seattle Pacific University
School of Education
Department of Educational Leadership

Administrative Internship
EDAD 6940 – Fall – Winter – Spring
Nine (9) Credits

This is one example of a planning document for an administrative internship experience; additional examples are posted on the Blackboard site.

Seattle Pacific University's Educational Leadership Program has adopted the Six Standards of the Interstate School Leaders Licensure Consortium (ISLLC). Those six standards and minimum performance indicators provide the basis for planning, fulfilling, and evaluating the principal/program administrator internship. **The following document adapts the ISLLC Standards into a planning and evaluation document.**

PRINCIPAL INTERN STANDARDS PLANNING DOCUMENT

STANDARD 1 Organizational Leadership: Articulating Vision and Setting Direction

The candidate is an educational leader who promotes the success of *all* students by facilitating the articulation, implementation, and stewardship of a vision of learning that is created, shared, and supported by the internal and external school community.

MINIMUM PERFORMANCE INDICATORS

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- a. Development, assessment, and evaluation of a school improvement plan that is aligned with district and state goals.
- b. Effective communication skills (i.e., listening, speaking, and writing) with multiple stakeholders.
- c. Effective team building, conflict management, group processing, and consensus-building skills.
- d. How different organizational models might be used in an educational context.
- e. Information sources, data collection, and data analysis for continuous improvement of student achievement.

Planned activities and assigned responsibilities to gain experience and develop knowledge and skill in this standard:

- *Help with the school improvement plan update*
- *Participate in PLC collaboration*
- *Facilitate an extended staff meeting*
- *Facilitate a regular staff meeting*
- *Look and help analyze WASL data to use as a basis for decisions*
- *Writing Opportunities*
- *Visit other schools*
- *Weekly bulletin*

STANDARD 2 Instructional Leadership: Guiding Curriculum and Instruction and Shaping Culture

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

MINIMUM PERFORMANCE INDICATORS

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- a. Sustained staff development/professional growth that stimulates continuous growth in student performance.
- b. State and district initiatives toward implementation of the mission of the school district.
- c. Effective selection, placement/assignment, supervision, and evaluation of staff.
- d. Strategies to enhance and foster positive morale of staff.
- e. Appropriate uses of technology for teaching and learning.
- f. Curricular and extracurricular program development, assessment, and evaluation.
- g. Skills and strategies that foster effective teaching and learning for all students.
- h. Student growth and development, learning theory, and principles of lifelong learning.
- i. Strategies for building trust among students, staff, and parents.

Planned activities and assigned responsibilities to gain experience and develop knowledge and skill in this standard:

- *Evaluation of Student Teachers using the process of a pre/post conference and observation and aligning it with the supervising teacher.*
- *District Principal Meetings*
- *Staff Selection*
- *Learning Walks*
- *PLC Training*
- *Planning with IF and principal Math interventions and staff development*
- *DIBELS Assessment training, interpreting training and monitor of the staff*
- *Performing the assessments.*
- *Coordination of the Extended Learning Program*

STANDARD 3 Operational Leadership: Managing the Organization

The candidate is an educational leader who promotes the success of *all* students by ensuring management of the school’s organization, operations, and resources to support a safe, efficient, and effective learning environment.

MINIMUM PERFORMANCE INDICATORS

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- a. Aligning human, material, fiscal, time, and facility resources with the goals of the school, district, and community.
- b. Educational research that addresses continuous improvement of student learning.
- c. Essential elements of a safe and secure learning environment.
- d. Pupil personnel and records management.

Planned activities and assigned responsibilities to gain experience and develop knowledge and skill in this standard:

- *Budget meetings with the principal and office manager as well as with the district office.*
- *ASB budget*
- *Student discipline*
- *Specialist schedule*
- *Become familiar with the contracts*
- *Cohort and Intern seminars*
- *Research other schools Math success /program, etc*
- *Meeting with the operations department around safety, traffic, etc*
- *Being assigned the role of principal designee*
- *Time Management*
- *Make Your Day Facilitation*

STANDARD 4 Community Leadership: Collaborating with Diverse Populations and Creating Synergy

The candidate is an educational leader who promotes the success of *all* students by collaborating with families and community members in order to respond to diverse interests and needs and to mobilize community resources.

MINIMUM PERFORMANCE INDICATORS

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- a. Regular assessment and response to the diverse needs and expectations of the community.
- b. Media relations, business partnerships, political advocacy, and constructive relationships with religious, service, and community organizations.
- c. Enhancement of student learning and growth through the development of business, community, and educational resources and partnerships.

Planned activities and assigned responsibilities to gain experience and develop knowledge and skill in this standard:

- *School Board meetings*
- *Chamber of Commerce*
- *Communities in schools*
- *Elks Women's club*
- *Caring for Kids*
- *Masonic Lodge*
- *Neighborhood Meetings*
- *PTSA*

STANDARD 5 Ethical Leadership: Recognizing and Living by Unchanging Principles

The candidate is an educational leader who promotes the success of *all* students by acting with integrity, fairness, and in an ethical manner.

MINIMUM PERFORMANCE INDICATORS

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- a. Fair, equitable, dignified, and respectful treatment of all people.
- b. Consistent communication and modeling of a personal/professional code of ethics that fosters an environment of trust.
- c. Consistent protection of the rights and confidentiality of students, staff, and parents.
- d. Positive relationships with the diverse school community.
- e. Current district, state, and federal policies, laws, and contractual obligations.

Planned activities and assigned responsibilities to gain experience and develop knowledge and skill in this standard:

STANDARD 6 Political Leadership: Shaping the Future

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

MINIMUM PERFORMANCE INDICATORS

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- a. Strategies and activities to lead and operate the school in the best interest of all students and families.
- b. Strategies to lead change and manage conflict.
- c. Strategies and activities to lead and operate the school in compliance with current local, state, and federal policies, laws, and regulations.
- d. Strategies and activities to lead and operate the school to ensure that effective communication occurs with the school community.
- e. Processes for influencing public policy to provide quality education for all students.

Planned activities and assigned responsibilities to gain experience and develop knowledge and skill in this standard:

- *Meet with the assessment director around AYP*
- *Talk to younger teachers about the professional certification process and help them develop a three-year plan.*
- *Make Your Day Parent communication*
- *Attend General Education Parent Conferences when needed*
- *School Board Meetings*
- *Power point presentation at Back to school*
- *Present at evening functions, introducing an evening function*
- *Plan and present annual presentation to the school board*
- *Prepare and send in the Monthly board brief*

Appendix E Sample Log

Week of August 25 – 29

Date	Activity	Standard	Hours	Total Hours
Aug 25, 2008	Meeting with Prepared Response Team	1,3	2	
Aug 25, 2008	Coordinated Student Check-In	1,3,4	10	
Aug 26, 2008	Coordinated Student Check-In	1,3,4	14	
Aug 27, 2008	District Welcome Function	6	2	
Aug 27, 2008	Staff Orientation (Building Policies and Procedures / Professional Development)	1,2,3	6	
Aug 28, 2008	Staff Orientation (Professional Development)	1,2,3	7	
				41
				116

This week began with two days of the student check-in. It was two extremely long days as the event was scheduled each day until 7 p.m. There was a high level of anxiety by the administrative team prior to the check-in. It was important to Jim that the school appeared ready for the first day of class. Considering there was a lot of construction taking place he did not want parents to become concerned that the building would not be ready. As the event progressed, it was clear that the planning provided for a smooth operation and adequately represented the preparedness of the school and staff. There were severely stressful moments as people were lining up and not all the volunteers were in their positions. Several individuals did not show up and as a result, I had to deviate from the volunteer schedule that I created for the event. Through the situation I learned that despite careful planning there will also be a need to improvise. Although I was unsure of some of the decisions that I made on the fly it was obvious how important it was for me to look confident. I learned that regardless of the situation it was advantageous to either make a decisive decision or decisively say that I did not know the answer but would find it. Wavering or looking unsure resulted in negative results and inhibited my ability to lead. People quickly start looking elsewhere for leadership when your credibility is diminished. This week was also the beginning of staff development for the year. In these meetings, Jim was deliberate to establish norms of operations. Although he may have come across authoritatively to some faculty members, he was adamant about certain aspects of operating while in a group setting. He required all faculty members to sit down in the main area of the library and was clear that side talking would not be allowed. Considering it was the first time this group of individuals met together I thought that Jim utilized the opportunity to establish important norms.

APPENDIX F

Proactive Planning for School Leadership

In preparing a leadership-planning calendar there are several conceptual components that should be considered and integrated. As a principal there will be many deadlines that must be met which maybe self-imposed, required by the district and/or statute.

One quickly realizes that there is a routine or pattern that typically occurs within the school year. Recognizing the patterns and being pro-active in planning for each will contribute to your competence as a principal and greatly enhance the operation of the school.

The following events, activities and organizing concepts should be addressed in a planning document. When the events are scheduled to occur is dependent on the culture, tradition and practice of the school and district. If not proscribed, scheduling of certain events may be within the discretion of the principal.

1. Resource Allocation Plan

- a. Budget development
 - i. School community involvement
 - ii. Staff involvement
 - iii. Identification of events that require monetary support
 - iv. Carry over/under
- b. Budget Monitoring
 - i. Enrollment
 - ii. Alignment of:
 - 1. Staff allocations
 - 2. NERC (MSOC) allocations
 - iii. Re-occurring costs
 - iv. District Billing cycle for centrally allocated supplies

2. Categorical Programs and Funding

- a. Program expectations
- b. Enrollment and student placement and enrollment
- c. Application of resources to program goals
- d. Student qualification into and out of the program, e.g. IEP, assessments
- e. Providing necessary support staff

3. Enrollment

- a. Forecasting
- b. Monitoring
- c. Staffing
- d. Class overload adjustments

4. Expenditures

- a. Annual orders (KCDA)
- b. Just in Time orders
- c. Inventory control
- d. Supply allocation process

5. Staff Development

- a. Resource identification (funding)
- b. Professional Staff Development Plan

6. Site Council

- a. Selection process of members
- b. Stipends, wages and funding sources
- c. Contract issuance

7. ASB

- a. Budget planning, development and monitoring
- b. Fundraising and expenditure training
 - i. Staff
 - ii. Students

8. School Improvement Plan (SIP)

- a. Planning and development
- b. Allocation of resources to meet the plans needs
- c. Plan implementation

9. General School Events

- a. Assemblies – number, sponsorship and revenue identification
- b. Recognition events – e.g. student achievement, volunteers, promotion, graduation
- c. Orientations and registration events
- d. Newsletters – copy and postage
- e. Staff committee/team support – 504, MDT, SAT, etc.

10. PTA/Booster Clubs

- a. Fundraising events
- b. Use of revenue
- c. Coordination of activities, sales, meetings

11. Other Important Events

- a. Staff
 - i. Supervision and evaluation cycle time lines
 - ii. Selection process for new staff
- b. Orientation activities for staff, students, parents
- c. Handbook for students, staff and parents
- d. Learning Improvement Day plans and events

- e. Test and Assessment schedules
- f. Student Placement procedures
- g. Student registration and Master schedule development
- h. Staff schedules – planning, itinerants, specialists, etc.

Appendix G

Summary of Principal/Program Administrator Preparation Program Intern Requirements

This outline summarizes an intern's responsibilities to meet the intern experience requirements of the university. Please refer to the current *Intern Manual* for the detail for each item. Each numbered item is to be included in the final Leadership Portfolio (CD - electronic form) and sectioned and labeled appropriately. The portfolio is to be turned in by the university supervisor to the certification office at the end of the intern experience and kept on file for three years. The intern is encouraged to keep a duplicate copy of all material submitted.

- 1) Site agreement signed by supervisor and university representative
- 2) Letter to the university documenting 40 hours of intern experience related to the end of school year activities (up to June 30) in the school year prior to beginning the formal intern experience.
- 3) Written plan of intern experiences for the current school year (August 1 to June 30).
 - a) The activities are to be clustered by ISLLC standards and clearly identify an action plan and timeline for completing the activities.
 - b) The written plan must have evidence of the supervising principal's approval
- 4) Daily written log of intern activities.
 - a) The log is to include a brief description of the activity, a reference to the applicable ISLLC standard and the hours assigned to that activity. Specific activities in 1) staff observation/evaluation, 2) Budget preparation and monitoring, and 3) special education are to be clearly noted and a topic for reflection.
 - b) The log is to be reviewed by the university supervisor on a regular basis.
- 5) Weekly reflection statement of the previous week's experiences. The statement is to be concisely written and address what was learned from the past week. This reflection is to be shared with the university supervisor only.
- 6) Written artifact assignments completed in the internship: Specific requirements for each paper are detailed in the *Intern Manual*.
 - a) Learning Environment Profile
 - b) School Improvement Plan Analysis
 - c) Professional Development Plan Analysis
 - d) Personal Professional Growth Plan.
- 7) Artifacts that were completed as part of course requirements
- 8) University directed and sponsored Intern Seminars (cohort and on-campus) - attendance is required.

Appendix H

Seattle Pacific University
School of Education
Educational Leadership Program

GENERAL PROGRAM DESCRIPTION EDUCATIONAL LEADERSHIP M. ED. with PRINCIPAL or PROGRAM ADMINISTRATOR CERTIFICATION

The Master of Education in Educational Leadership is designed to prepare an individual for a position as a school principal in elementary and/or secondary schools. This degree is accredited nationally by the National Council for the Accreditation of Teacher Education, and successful completion will qualify the student for a Washington Initial P12 certification as a school principal.

Each applicant to this program must have had a minimum of one year of successful experience as a certificated educator teacher for the principal certificate. Exceptions should be approved by Dr. Bill Prenevost (206.281.2370).

THERE ARE FOUR (4) SECTIONS TO THIS DEGREE PROGRAM AS DESCRIBED BELOW: 1) PROFESSIONAL CORE, 2) MAJOR COURSES, 3) INTERNSHIP, AND 4) COMPREHENSIVE EXAMINATION.

Professional Core (18 credits)

Professional core courses prepare students to understand basics of research in education. You will become a competent consumer of quantitative and qualitative research designs so that you may read and analyze studies presented in professional journals.

Major Courses (21 credits)

Major courses provide the background, perspectives, and resources necessary to prepare you as a school principal.

Internship (9 credits)

The yearlong internship experience provides practical experience under the supervision of a certificated school principal and qualified SPU personnel.

Comprehensive Exam

This culminating experience allows you to synthesize in written form overall concepts, principals, and perspectives gained during the course of study.

REQUIRED COURSES – 51 CREDITS

Credits for each course are indicated in () following the title.

Professional Core – 18 credits

- EDU 6120 Foundations: Issues and Ideas in American Education (3)
- EDU 6085 Values and Ethics in Education (3)
- EDU 6655 Advanced Educational Psychology (3)
- EDU 6970 Educational Statistics (3)
- EDU 6971 Introduction to Graduate Research (3) – *Prerequisite: EDU 6970*
- EDU 6526 Survey of Instructional Strategies (3)

Major Courses – 24 credits

- EDAD 6580 Educational Administration (3)
- EDAD 6581 The Principalship (3) OR
EDAD 6582 Private School Principalship (3)
- EDAD 6584 School Finance (3)
- EDAD 6585 Washington School Law (3)
- EDAD 6586 School Personnel Administration (3)
- EDAD 6588 Instructional Supervision (3)
- EDAD 6589 Current Issues in Educational Leadership (3)

Internship – 9 credits

The internship extends over an entire school year (3 quarters). Interns are required to register for 3 credits per quarter.

- EDAD 6940 School Administration Internship (3, 3, 3)

Prerequisites: EDAD 6580, 6581, 6584, 6585, 6586, 6588, 6589, or permission from program chair.

Comprehensive Examination

This is a two-part examination – written essay and oral defense – typically completed at the end of the program. An application and a \$50 fee must be submitted to the School of Education at least two (2) quarters in advance. Comprehensive exams are scheduled individually through Dr. Bill Prenevost (206.281.2370).

FORMS

Intern Data Sheet

Site Agreement

Log Template

Leadership Calendar Template

Final Evaluation Form

Data for Administrative Internship

NAME OF INTERN: _____

HOME MAILING ADDRESS: _____

HOME PHONE: _____

CELL PHONE: _____

HOME E-MAIL: _____

NAME OF SCHOOL SITE: _____

NAME OF MENTOR ADMINISTRATOR: _____

SCHOOL ADDRESS: _____

SCHOOL PHONE: _____

SCHOOL E-MAIL: _____

SCHOOL DISTRICT: _____

DISTRICT ADDRESS: _____

Complete and copy this page, then mail to Megan Hamshar, Graduate Program Manager,
Seattle Pacific University, School of Education, Peterson Hall, 3307 Third Avenue West, Seattle,
WA 98119-1997.

Internship Site Agreement

The _____ located
school

at _____ agrees to serve as a
school district

host site for the purpose of providing internship activities appropriate to the role of the

Principal/Program Administrator for _____
Intern

within the Principal/Program Administrator's Certification Program in the Department of Educational Leadership at **Seattle Pacific University**, for the period of

Dates

Terms and conditions of the agreement as noted below shall continue in effect for the period cited above, unless one or both parties request termination of the agreement. Written notice of such termination request must be given at least 45 days prior to said date of termination.

.....

As a party of the contract, the Department of Educational Leadership at Seattle Pacific University shall provide a faculty supervisor who will:

1. Evaluate each candidate for the internship and validate compliance with all OSPI and University requirements.
2. Provide in-service on the internship for field site supervisors and other appropriate site personnel.
3. Provide a brief written statement delineating the responsibilities of the field site supervisor with respect to instruction, observation, and grading.
4. Provide faculty liaison and student internship supervision:
 - a. Coordinate all student internship placements, orientation and training programs, and other contractual and professional obligations that may arise during the duration of this agreement.
 - b. Serve as faculty advisor to student interns.
 - c. With input from the student interns and field site supervisors review the competencies to be completed during the internship program.
 - d. Assess the student's completion of all the requirements in cooperation with the school district's field supervisor.

- e. Conduct conferences with the field supervisor as to the intern’s progress.
- f. Conduct six (6) conference and/or visitations with each intern during the year.
- g. Conduct quarterly seminars on campus or at Olympia for the interns.



As a party to the agreement, the School District shall:

1. Appoint an intern field supervisor from its staff, who shall meet the following qualifications and perform the following duties:
 - a. The field supervisor shall possess a current principal’s credential and be a currently practicing principal.
 - b. The field supervisor shall instruct the intern and assign responsibilities based upon the competencies identified under #4c, above.
 - c. The field supervisor shall conduct regular conferences with the intern concerning the intern’s progress.
 - d. The field supervisor, together with the faculty supervisor, shall assess the intern’s final work.
2. Provide the following intern experience: The intern will have the opportunity to complete a minimum of **540 hours of intern experience**. This experience includes working on the job a total of four (4) weeks before school starts and after school ends. Within the 540 hours, the intern will have a **forty (40) hour planned program** of observations and experiences to be completed in May and June of the school year to the internship.



The field supervisor and faculty supervisor shall assume joint responsibility for the evaluation and assignment of a course grade for the intern.

_____ _____
School District Representative *Date*

_____ _____
Seattle Pacific University Representative *Date*

KEY LEADERSHIP EVENT CALENDAR

Expand each cell as needed.

Month	Key activity	Comment(s)
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
July		
August		

**SEATTLE PACIFIC UNIVERSITY
EDUCATIONAL LEADERSHIP
PRINCIPAL/PROGRAM ADMINISTRATOR INTERN
SUMMATIVE EVALUATION**

Intern: _____ Principal: _____

School: _____ Date: _____

Directions for use:

At the conclusion of the internship you and the principal are to rate your post-internship skill level on each of the standards by placing a check in the columns to the left of the performance indicators. Then, decide if the standard is an area of focus or an area of strength. If it is an area of focus, plan future professional growth activities to gain skill in this area in order to move this area to an area of strength. If it is an area of strength, continue to refine or enhance this area.

Standard 1: *The intern is an education leader who 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.*

<p>1 – Needs further refinement/experience 2 – Competent for a beginning administrator 3 – Highly competent for a beginning administrator</p>

1	2	3	Performance Indicators <i>The intern demonstrates knowledge, understanding, implementation, and/or application of:</i>
_____	_____	_____	Collaboratively developing and implementing a shared vision and mission.
_____	_____	_____	Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning
_____	_____	_____	Creating and implementing plans to achieve goals
_____	_____	_____	Promoting continuous and sustainable improvement
_____	_____	_____	Monitoring and evaluating progress and revising plans

Comments and Plan for Future Professional Development:

Standard 2: *The intern is an education leader who 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.*

1 – Needs further refinement/experience
2 – Competent for a beginning administrator
3 – Highly competent for a beginning administrator

1	2	3	Performance Indicators <i>The intern demonstrates knowledge, understanding, implementation, and/or application of:</i>
_____	_____	_____	Nurturing and sustaining a culture of collaboration, trust, learning, and high expectations
_____	_____	_____	Creating a comprehensive, rigorous, and coherent curricular program
_____	_____	_____	Creating a personalized and motivating learning environment for students
_____	_____	_____	Supervising instruction
_____	_____	_____	Developing assessment and accountability systems to monitor student progress.
_____	_____	_____	Developing the instructional and leadership capacity of staff
_____	_____	_____	Maximizing time spent on quality instruction
_____	_____	_____	Promoting the use of the most effective and appropriate technologies to support teaching and learning
_____	_____	_____	Monitoring and evaluating the impact of the instructional program

Comments and Plan for Future Professional Development:

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

1 – Needs further refinement/experience
2 – Competent for a beginning administrator
3 – Highly competent for a beginning administrator

1	2	3	Performance Indicators <i>The intern demonstrates knowledge, understanding, implementation, and/or application of:</i>
_____	_____	_____	Monitoring and evaluating the management and operational systems
_____	_____	_____	Obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources
_____	_____	_____	Promoting and protecting the welfare and safety of students and staff
_____	_____	_____	Developing the capacity for distributed leadership
_____	_____	_____	Ensuring teacher and organizational time is focused to support quality instruction and student learning

Comments and Plan for Future Professional Development:

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

1 – Needs further refinement/experience 2 – Competent for a beginning administrator 3 – Highly competent for a beginning administrator
--

1	2	3	Performance Indicators
			<i>The intern demonstrates knowledge, understanding, implementation, and/or application of:</i>

_____	_____	_____	Collecting and analyzing data and information pertinent to the educational environment
-------	-------	-------	--

_____	_____	_____	Promoting understanding, appreciation, and use of the community’s diverse cultural, social, and Intellectual resources
-------	-------	-------	--

_____	_____	_____	Building and sustaining positive relationships with families and caregivers
-------	-------	-------	---

_____	_____	_____	Building and sustaining productive relationships with community partners
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Comments and Plan for Future Professional Development:

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

1 – Needs further refinement/experience
2 – Competent for a beginning administrator
3 – Highly competent for a beginning administrator

1	2	3	Performance Indicators <i>The intern demonstrates knowledge, understanding, implementation, and/or application of:</i>
_____	_____	_____	Ensuring a system of accountability for every student’s academic and social success
_____	_____	_____	Modeling principles of self-awareness, reflective practice, transparency, and ethical behavior
_____	_____	_____	Safeguarding the values of democracy, equity, and diversity
_____	_____	_____	Considering and evaluating the potential moral and legal consequences of decision-making
_____	_____	_____	Promoting social justice and ensuring that individual student needs inform all aspects of schooling

Comments and Plan for Future Professional Development:

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

1 – Needs further refinement/experience
2 – Competent for a beginning administrator
3 – Highly competent for a beginning administrator

1	2	3	Performance Indicators <i>The intern demonstrates knowledge, understanding, implementation, and/or application of:</i>
_____	_____	_____	Advocating for children, families, and caregivers
_____	_____	_____	Acting to influence local, district, state, and national decisions affecting student learning
_____	_____	_____	Assessing, analyzing, and anticipating emerging trends and initiatives in order to adapt leadership strategies

Summative Assessment and Plan for Future Professional Development: (optional)

**SEATTLE PACIFIC UNIVERSITY
PRINCIPAL/PROGRAM ADMINISTRATOR INTERN
SUMMATIVE EVALUATION**

Intern: _____ Principal: _____

School: _____ Date: _____

Comments from the Principal:

Comments from the University Supervisor:

Certification: We have discussed this evaluation with the intern and agree that the assessment is accurate to the best of our professional judgment. Further, we concur that the candidate **should / should not** be recommended to the Office of Superintendent of Public Instruction for certification as a school principal/program administrator.

Supervising Principal/Administrator Date SPU Intern Supervisor Date

Signature of the Intern: This signature below verifies that this evaluation has been discussed with you and does not imply that you agree with the evaluation. If you would prefer to write an addendum which will be made a part of and attached to this document you will have seven days to do so.

Signature of the Intern Date