

SEATTLE PACIFIC UNIVERSITY

School of Education Educational Leadership Program

Principal Certification

Principal Intern Manual

2008 – 2009

Revised 7/10/08

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Check List for Interns

Revised 1/16/08

- _____ Signed Site Agreement
- _____ Data Sheet
- _____ Daily Log (Three-ring notebook or electronic)
- _____ Registration Fall 2008, Winter 2009, Spring 2009 for 9 credits of EDAD 6940 (3 credits per quarter)
- _____ Completion of 40-hour pre-internship requirement
- _____ Documentation of 720 hours (including 40 pre-internship hours)
- _____ Reflection Papers: Professional Growth Plan, SIP/SAP Analysis, Learning Environment Profile (LEP), and Sp. Ed./504

Required Seminars/Activities: Dates: TBA

Attendance and participation in these seminars will be reflected in your grade.

Getting Serious About the Internship: Summer, SPU Campus

The Principal as an Instructional Leader– Fall, SPU Library

Getting and Nailing the Interview/Placement File – Winter, SPU

Mock Interview – Winter, Saturday, SPU, Peterson Hall

A Day in Olympia—Putting it all Together – Spring, AWSP Headquarters in Olympia

Celebration Dinner/Panel: Mentors Invited – Spring, SPU Upper Gwinn

**Intern Visit Checklist
EDAD 6949
Principal Internship**

- Visit 1** **Date:** _____
- ___ Provide brochure to mentor principal
 - ___ Self-assessment using final evaluation/mentor input
 - ___ 40-hour documentation
 - ___ Site agreement
 - ___ Planning document
 - ___ Internship plan
 - ___ Up-to-date log/Reflective entries
 - ___ System for tracking hours
 - ___ Calendar required seminars
 - ___ Review three required papers:
 - 1. Professional growth plan
 - 2. SIP/SAP
 - 3. Learning Environment Profile
 - 4. Sp. Ed./504
 - ___ Set next date:
- Visit 2** **Date:** _____
- ___ Up-to-Date Log/Reflective entries
 - ___ Distribution of hours over six standards
 - ___ Set next date:
- Visit 3** **Date:** _____
- ___ Up-to-Date Log/Reflective Entries
 - ___ Distribution of hours over six standards
 - ___ Complete mid-year assessment using summative eval.
 - ___ Set next date:
- Visit 4** **Date:** _____
- ___ Up-to-Date Log/Reflective Entries
 - ___ Distribution of hours over six standards
 - ___ Invite mentor principal to celebration dinner/calendar
 - ___ Set next date:
- Visit 5** **Date:** _____
- ___ Up-to-Date Log/Reflective Entries
 - ___ Distribution of hours over six standards
 - ___ Confirm mentor principal's attendance at celebration
 - ___ Set next date:
- Visit 6** **Date:** _____
- ___ Up-to-Date Log/Reflective Entries
 - ___ Distribution of hours over six standards
 - ___ Complete summative evaluation
 - ___ Four required papers
 - ___ Set next date:

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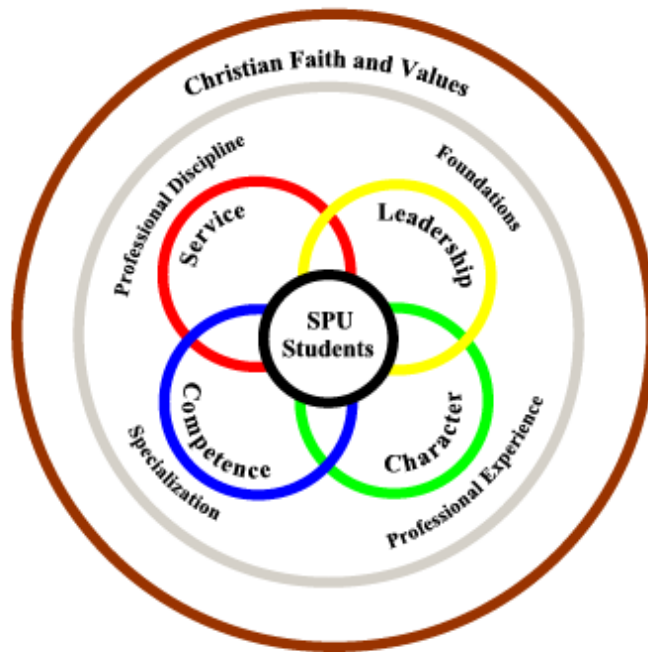


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Seattle Pacific University School of Education

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.

**Seattle Pacific University
School of Education**

Data for Administrative Internship: 2007-08

NAME OF INTERN:

HOME MAILING ADDRESS:

HOME PHONE:

CELL PHONE:

HOME E-MAIL:

NAME OF SCHOOL SITE:

NAME OF MENTOR PRINCIPAL:

SCHOOL ADDRESS:

SCHOOL PHONE:

SCHOOL E-MAIL:

SCHOOL DISTRICT:

DISTRICT ADDRESS:

Complete and copy this page, then mail to: Dr. Richard E. Smith,
Seattle Pacific University, School of Education, Peterson #412, 3307 Third
Avenue West, Seattle, WA 98119-1997.

* On the reverse side, draw a map indicating directions to the site of your internship.

Seattle Pacific University Principal 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 for _____
Intern
within the Principal's Certification Program in the Department of Educational Leadership
at **Seattle Pacific University**, for the period of _____.
Dates

Terms and conditions of the contract 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) visitations with each intern during the year.
- g. Conduct quarterly seminars on campus or at Olympia for the interns.

As a party to the contract, 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 **720 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 720 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

Administrative Internship General Information

1. DESIGN:

This three-quarter internship (Fall, Winter, 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, and the University.

2. APPROVAL OF INTERNSHIP ASSIGNMENT:

A Principal 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 school site administrator, both in terms of experience and preparation, and perceived opportunity for a quality experience at school site will be basis for approval of said internship.

3. REGISTRATION:

The internship should be taken near the end of the program. All work leading to certification should be completed by the termination of the internship. Because the internship is a full school year program, registration must be completed each quarter – fall, winter, 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. Registration can be done on-line, in-person, or by mail. Late fees will be assessed according to the University calendar.

4. GRADING:

The internship will be graded quarterly for 3 credits. However, since the final evaluation and other assignments are not completed until spring, fall and winter quarters, students receive a grade of "N," which simply means work in progress.

5. CONTENT:

The exact nature and emphasis of the internship will be determined by the candidate and school site supervisor (principal) with the approval of the

supervisor from the School of Education, Seattle Pacific University. 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. (The Planning Document begins on pg. 1.)

6. 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 programmed 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 plan should be presented to the University supervisor at the first conference of the fall quarter.

7. UNIVERSITY COORDINATOR:

The University coordinator 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 autumn quarter, two winter quarter, and two spring quarter. The University supervisor will be responsible for the final grade.

8. LOG:

The candidate will maintain a log which reports his/her experiences and evaluations relating to the purposes of the internship. To encourage candid opinions and evaluations, the log is received as a confidential document by the University coordinator. Sharing the contents with the school district supervisor is prerogative of the candidate. The 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.

9. FINAL PAPER(S): All Candidates are required to complete FOUR papers prior to finishing their internship. The papers are: a Professional Growth Plan, A SIP/SAP Analysis; a Learning Environment Profile (LEP), and a Sp. Ed./504 Assignment.

1. Professional Growth Plan: (Complete this AFTER completing your Summative Evaluation.)

Write a final Professional Growth Plan, consisting of three sections, and due on a date determined by your University supervisor, near the completion of your internship. This plan will be implemented as you assume an administrative position and move towards principal professional certification. The Professional Growth Plan has three components:

1. Reflection on your current growth towards ISLLC standards.

In the **first section** include the significant experiences 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 guidelines for this section are the ISLLC standards (see Appendix A).

2. 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 experience that were mentioned in section one in each ISLLC area.

3. Impact on Student Learning

In the **third section** respond to the following three questions:

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

2. School Improvement Plan (SIP) and School Action Plan (SAP) Analysis (3-5 pages)

This paper 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 an OSPI website, on your school report card, a Title I Plan, or another document. After filling in the Data Grid, write a 3-5 page narrative and address the following:

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

3. Learning Environment Profile (LEP) This paper focuses on ISLLC Standard #1, Visionary Leadership. Based on your coursework and internship experiences, as well as work on the SIP/SAP Analysis, write a reflective analysis paper that describes the learning environment of your school. Please include the following questions in your thoughtful analysis:

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

4. Special Education/504 Requirement: applying information to your school site

Based on interviewing experts in your school or district as well as information from course work, please answer the following in writing and share with your university supervisor. (This assignment is part of, not in addition to, your 720 hours.)

1. For your school, research how many students qualified for special education and 504, and what types of handicapping conditions do they represent?. What percentage of your population are they? How are they served? What resources are there for each group? (Consider the development of a matrix.)
2. What is the role of the principal in serving these populations and supporting special education/504 staff? Should the principal sit on the MDT/IEP meetings? Why or why not?
3. Identify the key differences in qualification between Special Education and 504.
4. Attend at least one IEP and 504 meeting with the special education team. Write your reflections concerning what you learned from the experience.
5. Attend at least one selected training offered to the special education staff during the year and reflect in writing on what you learned from the experience.

10. FINAL PRODUCTS/ ARTIFACTS

See Appendix E for requirements.

11. BEGINNING AND ENDING OF SCHOOL:

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 a week or two preceding the opening and following the closing of the school year.

12. SEMINARS/ACTIVITIES FOR INTERNS:

Required 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
- Marketing Yourself – Winter
- Mock Interviews – Winter
- A Day in Olympia – Spring
- Celebration Dinner with Panel discussion; Mentors Invited – Spring

An opportunity to meet with the faculty and cohort discussions as well as new content presentations are a vital part of the seminars.

13. ELECTRONIC RESOURCES:

10. **Blackboard:** Once you register for your Fall Internship 6940, you will have access to all forms in this Handbook through the SPU Blackboard system.

Select the course: *Principal Certification Resources*

11. **Chalk and Wire:** This is an electronic portfolio required for all students in the School of Education certification and masters degree programs. For principal certification, you are required to post SEVEN (7) assignments to the Chalk and Wire portfolio. Some are course requirements; others are the four internship requirements described previously. You may include additional work that you wish to save. (See Appendix E for further information.)

12. **Your email:** All students at Seattle Pacific University have an SPU email for life. It is jdoe@spu.edu. You should use this email with a forward which you can change as your address changes. See Banner for email forwarding.

Example of 40 Hour Documentation

AUGUST 29, 2007

To: Dr. Richard Smith, Intern Supervisor
From: Jane Doe
Re: Administrative Internship Activities
Spring and Summer, 2007

I participated in a variety of administrative internship activities with Bob Morgan at Broadview for the duration of 40 hours or more before Shoreline staff began the 2008-2009 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:

Jane Doe, Intern

Date: _____

Bob Morgan, Principal

Date: _____

SEATTLE PACIFIC UNIVERSITY
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP

**ADMINISTRATIVE INTERNSHIP
EDAD 6940 – FALL – WINTER – SPRING
NINE (9) CREDITS**

AN EXAMPLE of a PLANNING DOCUMENT FOR AN
ADMINISTRATIVE INTERNSHIP EXPERIENCE

Based on the Interstate School Leaders Licensure Consortium
(ISLLC)

**This is one example of a plan. There are other exemplary models provided in
BlackBoard.**

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 internship.

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SEATTLE PACIFIC UNIVERSITY

PRINCIPAL INTERN STANDARDS PLANNING DOCUMENT

Please note that the standards listed below are not current. Please use the ISLLC Standards in Appendix A for developing your plan,

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 SAI 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*
- SAI 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.*
- Student discipline*
- Specialist schedule*
- Become familiar with the contracts*
- Peterson Meetings*
- 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:

- 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:

- Read Several Books and discuss with principal...*Good to Great, Power, Cognitive Coaching—Present to staff* *Leading without*
- Learn to professionally redirect complaining, negative staff members
- Learning and utilizing communication skills, leadership skills, etc learned from the above readings
- Develop Personal Vision Statement with activities and look-fors as an assessment for the role of principal.

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*
- presence at evening functions, introducing an evening function*
- Plan and present annual presentation to the school board*
- Send in the Monthly board brief*

SUGGESTED AREAS FOR AN ADMINISTRATIVE INTERN EXPERIENCE

SUPPORT SERVICES

- lunchroom supervision
- health services
- transportation
- custodial/maintenance services
- clerical services

CURRICULUM

- committee organizations
- state and district reform efforts – This is a key area.
- scope and sequence
- departmental and grade level committees
- audio-visual materials
- textbook adoptions
- appeal procedures

CUSTODIAN

- selection
- training
- scheduling
- responsibilities
- evaluation

FINANCE

- requisitions/purchase orders
- budget billing
- activity accounts
- monitoring the budget

GUIDANCE/COUNSELING

- testing program
- administer tests
- revision
- coordinate counseling services
- cumulative folders

INSTRUCTIONAL SUPERVISION

- pre-conference

classroom observation
post-conference
evaluation of instruction

LIBRARY/MEDIA SERVICES

budget
organization
staffing
policies

POLICY/STANDARD OPERATING PROCEDURES

handbook revision-faculty, staff, student
school board meetings
administration of policy

PROFESSIONAL ACTIVITY

local-state-national professional association
Teachers' Association meetings
committee work
conferences

PUBLIC RELATIONS

PTA
news reporting
public meetings
bond levy issues

SECRETARIAL SERVICES

selection/training
scheduling
evaluation
responsibilities

SUPPLY/STOCK ROOM

inventory control
KCDA ordering
management

STUDENT ACTIVITIES

scheduling
supervision
calendar

- coordination
- assemblies
- clubs
- dances, socials
- newspaper, annual

STUDENT GOVERNMENT

- organizations
- elections
- meetings of council
- advisors
- ASB budget and budget control
- fund raisers

STUDENT PERSONNEL

- attendance
- discipline
- scheduling
- admissions
- records
- conferences
- promotion/retention
- grades
- suspension/expulsion
- hearings

SUPERVISION

- class visits
- staff meetings
- staff morale
- coordination of master calendar
- negotiated agreement
- daily bulletin

TEACHER PERSONNEL

- contracts
- salary schedules
- substitutes
- sick leaves, etc.
- staff development program

grievance procedure
interview/select faculty
assignment

CO-CURRICULAR PROGRAM

supervision of coaches
inventories
training
code of conduct
evaluation

STATE LEARNING GOALS AND ASSESSMENT

Take a very active role in all areas related to the Four State Learning Goals and assessment.

DAILY LOG

The log will be a DAILY recording of activities and/or experiences relating to the purposes of the internship. These selections should be those which enforce by tangible means your growth and development on the Six ISLLC Standards (hereinafter referred to as the Six Standards) listed in Appendix A. The candidates should evaluate them as learning experiences leading to further competencies. The following may be of assistance:

1. Record your entries at the end of each day. (Average three to five entries per week.) Include: activity, hours, ISLLC standard.
2. In addition, select events write longer reflections on those events that not only had significance for your growth or development, but which also relate to the Six Standards.
3. A example template for the log is found on the following page. Use an electronic format or a three-ring binder. **Do not get behind on your log entries.**
4. Include in your 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 chair).
5. The log shall be **word processed**.
6. Because confidence in any administrator is enhanced by his/her accuracy in correct usage of our language, all documents are expected to be correctly written – spelling, structure, usage, etc.

Sample Template for the Log
(Some use Excel or a Word Table format.)

Note: there are additional exemplary examples of the Log provided in BlackBoard

<u>COMPETENCY NAME & NUMBER</u> (from the Six Standards)	<u>DATE</u>	<u>HOURS</u>
---	-------------	--------------

Description of Task/Activity/Assignment:

Weekly Reflective Evaluation/Comments: (This is the major focus.)

This template should be duplicated on the lower half of the page so two entries can be recorded on each page.

**SEATTLE PACIFIC UNIVERSITY
PRINCIPAL INTERN SUMMATIVE EVALUATION**

**This document will be revised to reflect the new ISLLC standards
(see Appendix A)**

Intern: _____ Principal: _____

School: _____ Date: _____

Directions for use: At the conclusion of the internship you and the principal should each 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 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 community.

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

1	2	3	Performance Indicators
_____	_____	_____	The intern demonstrates knowledge, understanding, implementation, and/or application of:
_____	_____	_____	Development, assessment, and evaluation of a school improvement plan that is aligned with district and state goals.
_____	_____	_____	Effective communication skills (i.e., listening, speaking, and writing) with multiple stakeholders.
_____	_____	_____	Effective team-building, conflict management, group processing, and consensus-building skills.
_____	_____	_____	How different organizational models might be used in an educational context.
_____	_____	_____	Information sources, data collection, and data analysis for continuous improvement of student achievement.

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

Standard 2: The intern 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.

- | |
|---|
| <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
_____	_____	_____	The intern demonstrates knowledge, understanding, implementation, and/or application of:
_____	_____	_____	Sustained staff development/professional growth that stimulates continuous growth in student performance.
_____	_____	_____	State and district initiatives toward implementation of the mission of the school district.
_____	_____	_____	Effective selection, placement/assignment, and evaluation of staff.
_____	_____	_____	Strategies to enhance and foster positive morale of staff.
_____	_____	_____	Appropriate uses of technology for teaching and learning.
_____	_____	_____	Curricular and extracurricular program development, assessment, and evaluation.
_____	_____	_____	Skills and strategies that foster effective teaching and learning for all students.
_____	_____	_____	Student growth and development, learning theory, and principles of lifelong learning.
_____	_____	_____	Strategies for building trust among students, staff, and parents.

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

Standard 3: The intern is an educational leader who promotes the success of all students by ensuring management of the school organization, operations, and resources to support a safe, efficient, and effective learning environment.

- | |
|---|
| <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
			The intern demonstrates knowledge, understanding, implementation, and/or application of:
_____	_____	_____	Aligning human, material, fiscal, time, and facility resources with the goals of the school, district, and community.
_____	_____	_____	Educational research that addresses continuous improvement of student learning.
_____	_____	_____	Essential elements of a safe and secure learning environment.
_____	_____	_____	Pupil personnel and records management.

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

Standard 4: The intern 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 to mobilize community resources.

1 – Needs further refinement/experience 2 – Competent for a beginning administrator 3 – Highly competent for a beginning administrator
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1	2	3	Performance Indicators
			The intern demonstrates knowledge, understanding, implementation, and/or application of:
_____	_____	_____	Regular assessment and response to the diverse needs and expectations of the community.
_____	_____	_____	Media relations, business partnerships, political advocacy, and constructive relationships with the religious, service, and community organizations.

Enhancement of student learning and growth through the development of business, community, and educational resources and partnerships.

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

Standard 5: The intern is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

- | |
|---|
| <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
____	____	____	The intern demonstrates knowledge, understanding, implementation, and/or application of:
____	____	____	Fair, equitable, dignified, and respectful treatment of all people.
____	____	____	Consistent communication and modeling of a personal/professional code of ethics that fosters and environment of trust.
____	____	____	Consistent protection of the rights and confidentiality of students, staff, and parents.
____	____	____	Positive relationships with the diverse school community.
____	____	____	Current district, state, and federal policies, laws, and contractual obligations.

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

Standard 6: 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.

<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
_____	_____	_____	The intern demonstrates knowledge, understanding, implementation, and/or application of:
_____	_____	_____	Strategies and activities to lead and operate the school in the best interest of all students and families.
_____	_____	_____	Strategies to lead change and manage conflict.
_____	_____	_____	Strategies and activities to lead and operate the school in compliance with current local, state, and federal policies, laws, and regulations.
_____	_____	_____	Strategies and activities to lead and operate the school to ensure that effective communication occurs with the school community.
_____	_____	_____	Processes for influencing public policy to provide quality education for all students.

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

SEATTLE PACIFIC UNIVERSITY
PRINCIPAL INTERN SUMMATIVE EVALUATION DOCUMENT

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.

Supervising Principal 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

Standards for School Leaders ISLLC Six Standards

Appendix A

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

Washington State Administrative Codes

Appendix B

PRINCIPAL CERTIFICATION REQUIREMENTS

WAC 180-78A-325 **Field Experience for all Administrators**

An approved preparation program for principals shall require for those persons entering the program August 31, 1998, and after, an internship which requires practice as an intern during a full school year. A “full school year” shall mean seven hundred twenty hours of which at least one-half shall be during school hours, when students and/or staff are present and include the principal performance domains as stated in WAC 180-78A-270 **Resident Administrator Certificate**

Applicability: Washington issues the Resident Administrator’s Certificate to first-time applicants for an administrator certificate.

Requirements: The candidate must have:

- Earned a master’s degree from a regionally accredited college/university
- Completed a state-approved college/university administrator preparation program in the administrative role (principal, program administrator, or superintendent). In-state programs approved by the State Board of Education are available through Washington colleges/universities.

OR (if no state-approved college/university program)

- Completed three years successful experience in the administrative role at the P-12 level while holding a regular certificate issued by another state
- (Principal role) Hold or have held a valid, regular teaching certificate (from Washington or another state) or hold a valid ESA (e.g. school counselor, school psychologist, etc.) certificate
- (Principal role) Verification of successful school-based instructional experience in an educational setting.

General Program Description

Principal Certification

Appendix C

GENERAL PROGRAM DESCRIPTION PRINCIPAL CERTIFICATION

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

Each applicant to this program must have a master's or other advanced degree (specific area not designated) and a minimum of 3 years experience as a certified classroom teacher. Exceptions should be approved by Dr. Richard Smith (206-281-2375).

THERE ARE 2 SECTIONS TO THIS PROGRAM, AS DESCRIBED BELOW:
(1) MAJOR COURSES, AND (2) INTERNSHIP.

Major Courses (21 credits)

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

Internship (9 credits)

The year-long internship experience provides practical experience under the supervision of a certified school principal and qualified SPU personnel.

REQUIRED COURSES - 30 CREDITS

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

Major Courses (21 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 Education (3)

Internship (9 credits)

The internship extends over an entire school year (3 quarters). Interns may register for 1-9 credits per quarter so that the total of all 3 quarters is 9.

EDAD 6940	School Administration Internship (3, 3, 3) <i>Prerequisites: EDAD 6580, 6581, 6584, 6585, 6586, 6588, 6589 or permission from instructor.</i>
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The internship is a vital, integrative experience in which students do administrative-type activities while being supervised in a school setting.

Program Design

This 3-quarter (one academic year) internship is designed to provide practical experience in the duties and activities of a school principal. The internship is a cooperative arrangement by the intern, a designated school site supervisor (usually the school principal) and the SPU Coordinator. The internship should include participation in a number of meaningful experiences related to the role of school principal.

Internship Assignment Approval

The following items must be completed and turned in to Dr. Richard Smith at the SPU School of Education before approval of the particular internship site is granted.

ACADEMIC INTERNSHIP/PRACTICUM AGREEMENT: This form must be completed by the Superintendent (or designee) and approved (signed) by Dr. Richard Smith prior to the intern's registration for *EDAD 6940 - Internship*.

LETTER FROM SITE ADMINISTRATOR/SUPERVISOR: This letter should indicate availability of an internship opportunity at a particular school for a specified year, and define the previous experience of the proposed site supervisor. The letter should be sent to Dr. Richard Smith in the SPU School of Education during the spring quarter before the internship will begin.

Final Approval for the internship is the responsibility of the SPU Coordinator. Qualifications of the school site supervisor, both in terms of preparation/background and in perceived opportunity to provide a quality experience influence whether or not the internship is approved.

Prerequisites and Registration

The school administration internship is taken at a rate of 3 credits per quarter over the academic year (autumn, winter, and spring quarters) -for a total of 9 credits.

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 Dr. Richard Smith (206-281-2375) prior to registering for the internship.

Content of the Internship

The core of the internship experience needs to be centered around those competencies and skills defined in the Washington Administrative Code. However, the nature/emphasis of a specific internship must be determined by the candidate and school site supervisor with the approval of the SPU Coordinator from the School of Education. Because the internship offers a full range of school experiences, it is imperative that the intern begin/continue work with the site supervisor one or two weeks preceding the opening and following the closing of the school.

Additional Requirements for the Internship

Log: The intern will maintain a log which reports experiences and evaluations relating the purposes of internship. To encourage candid opinions and evaluations, the log is received as a confidential document by the SPU Coordinator. Sharing the contents with the site supervisor is the prerogative of the intern. The log will be submitted to the SPU Coordinator near the completion of the internship experience and remains the confidential file, subject to audit by the Professional Certification Office in Olympia, for a period of three years. The log is then destroyed.

Final Papers: SIP Analysis, Learning Environment Profile, Reflection Paper, Professional Growth Plan, and Special Education Review. (See Section Administrative Internship

General Information, pages vii and viii for detailed information.)

Seminars. A seminar for administrative interns will be held on campus at least once quarterly. The content will include topics such as leadership style, professional administrative organizations in Washington, and SPU placement services. *Materials and instructions for making application to OSPI (through the SPU School of Education) for an Initial Administrator's Certificate will be discussed during one of these sessions.*

Role of Site Supervisor

The site supervisor provides reasonable guidance for the intern in several ways:

Scheduled Conference Period: A specific plan for some type of formal conferencing is desired between the intern and his/her site supervisor. This plan should be presented to the SPU Coordinator at the first conference held at the school site during autumn quarter.

Project/Task Evaluation: Under the supervision of the school site supervisor, the intern shall develop a list of proposed tasks/activities to be accomplished and responsibilities to be assumed during the school year. This list will be presented to the SPU Coordinator at the first conference held at the school site during autumn quarter. The site supervisor will evaluate these as they are completed. The site supervisor will also complete the Intern Summative Evaluation and confer with intern regarding the evaluation.

Role of SPU Coordinator

The SPU Coordinator will arrange conference sessions with the intern and the site supervisor for evaluation and assistance: 2 conferences in autumn quarter, 2 in winter quarter, and 2 in spring quarter. The SPU Coordinator will be responsible for evaluating the intern and awarding the final grade.

Common Questions About the Internship

When should I plan to complete the internship?

Students may enroll in the internship after all “major courses” in the program have been completed. Exceptions must be requested in writing to Dr. Richard Smith (206-281-2375).

How many credits is the internship?

The internship is 9 credits total, taken at the rate of 3 credits per quarter during the academic year.

Will the School of Education set up an internship site for me?

Generally, students are responsible for arranging their own internship sites and for securing approval of the district for a principal internship. It is usually best to begin with the school in which you are currently employed. If this is not possible, consult with various school administrators and building principals in the area to determine with whom you could establish a comfortable, supportive working relationship.

When should I begin to make arrangements for an internship site?

An internship site could be pre-arranged at least 6 months in advance.

To whom should other questions regarding the internship be addressed?

Please contact Dr. Richard Smith at (206-281-2375), or rsmith@spu.edu.

General Program Description

Educational Leadership

Appendix D

GENERAL PROGRAM DESCRIPTION EDUCATIONAL LEADERSHIP M. ED./PRINCIPAL 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 three (3) years experience as a certified classroom teacher. Exceptions should be approved by Dr. Richard Smith (206.281.2375).

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 year-long internship experience provides practical experience under the supervision of a certified 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 6524 School Curriculum (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 Education (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 instructor.

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. Richard Smith (206.281.2375).

Products/Assignments For Program Completion

Educational Leadership

Appendix E

**Principal Certification Program
Final Products/Artifacts
Effective 2008**

All products must be posted in eportfolio prior to receiving your certificate.

PRODUCTS/ARTIFACTS	Posted for ISLLC STANDARD:	COMPLETED IN:
<ul style="list-style-type: none"> Professional & Staff Development Plan – PSDP (TAL may substitute.) 	2 - Instructional Leadership	<i>Instructional Leadership</i> EDAD 6588
<ul style="list-style-type: none"> Resource Allocation Plan - RAP 	3 - Operational Management	<i>WA School Finance</i> EDAD 6584
<ul style="list-style-type: none"> Community Involvement Plan - CAP 	4 - Community	<i>Human Resources</i> EDAD 6586
<ul style="list-style-type: none"> Political Action Map - PAM 	5 - Ethical Leadership	<i>Current Issues</i> EDAD 6589
<ul style="list-style-type: none"> Legal Issues Paper - LIP 	6 - Legal/ Political	<i>School Law</i> EDAD 6586
<ul style="list-style-type: none"> Special Education Assignment <i>Introduced in Current Issues, EDAD 6589</i> 	2 - Instructional Leadership	Internship
<ul style="list-style-type: none"> Learning Environment Profile – LEP <i>Introduced in: Education Administration, EDAD 6580</i> 	1 - Vision	Internship
<ul style="list-style-type: none"> School Improvement Plan Analysis - SIP <i>Introduced in The Principalship, EDAD 6581</i> 	1 - Vision	Internship
<ul style="list-style-type: none"> Professional Growth Plan - PGP 	5-Ethical Leadership	Internship

**WASHINGTON STATE
PRINCIPAL CERTIFICATION PERFORMANCE INDICATORS**

**Pre-service
Residency
Portfolio**

Components of
Portfolio

LEP
Learning
Environment
Profile

SIP
School
Improvement
Plan

PSDP
Professional
Development
Plan

RAP
Resource
Allocation
Plan

CAP
Community
Involvement
Plan

PAM
Political
Action Map

PGP
Professional
Growth Plan

This is an analysis of the candidate's strengths and weaknesses and how the proposed plan will have a positive impact on student learning.

Imbedded/infused throughout all products/indicators

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