

**Residency Principal and Program Administrator**

**Internship and Certification Handbook**

Washington State University

College of Education

Department of Educational Leadership and Sport Management

**2024-2025**

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**General Information**

* **WSU Spokane Contact**

**Richard McBride, Ed.D.,** Assistant Professor (Career Track), University Supervisor

[mcbride@wsu.edu](mailto:mcbride@wsu.edu)

* **WSU Tri-Cities Contacts**

|  |
| --- |
| **Kathleen Cowin, Ed.D.,** Associate Professor (Career Track), University Supervisor  [Kathleen.Cowin@wsu.edu](mailto:Kathleen.Cowin@wsu.edu)  **Niamh O’Leary**, Graduate Programs Coordinator, Academic Support Staff, College of Education  [Niamh.oleary@wsu.edu](mailto:Niamh.oleary@wsu.edu)   * **WSU Vancouver Contacts**   **Joe Lapidus, M.Ed**, Principal Internship Coordinator, University Supervisor  [jlapidus@wsu.edu](mailto:jlapidus@wsu.edu)  **Jennifer Gallagher**, Academic Coordinator for Educational Leadership Programs, College of Education  [j.gallagher@wsu.edu](mailto:j.gallagher@wsu.edu) |

* **Program Principles**

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

* Provide relevant and rigorous coursework that closely aligns with expectations for school building and district leaders.
* Provide a rigorous field-based academic program and internship organized around the National Educational Leadership Preparation (NELP) Program Recognition Standards (building level), hereafter referred to as the NELP Standards, and experiences related to Social Emotional Learning (SEL), Since Time Immemorial, and Cultural Competency, Diversity, Equity, and Inclusion (CCDEI)
* Cultural competency, diversity, equity and inclusion (CCDEI) standards
  + [Social Emotional Learning (SEL) standards](https://www.k12.wa.us/sites/default/files/public/studentsupport/sel/pubdocs/SELStandardsBenchmarksIndicatorsLongForm.pdf)
  + <https://ospi.k12.wa.us/student-success/resources-subject-area/john-mccoy-lulilas-time-immemorial-tribal-sovereignty-washington-state>
* Collaborate closely with school district mentors to plan and supervise internship experiences.
* Encourage and facilitate networking among administrative candidates through participation in seminars and workshops with interns from other institutions.
* Deliver instruction and supervision by faculty members who have experience, skills, and knowledge in school leadership at the building and district levels.

National Educational Leadership Preparation (NELP) Program Recognition Standards (Building Level)

<http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership preparation

program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2: Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation

program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5: Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6: Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7: Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Component 8.1 Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.

Component 8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

* Professional Education Advisory Board

The purpose of the Professional Education Advisory Board (PEAB) is to develop cooperative programs for the selection, preparation and certification of school administrators under guidelines established by the Washington State Board of Education. Members of the PEAB for Washington State University’s Educational Leadership program come from various regions in the state of Washington and meet at least three times per year.

* **Professional Development Opportunities**

Interns may choose to participate in professional development opportunities to improve administrative knowledge and skills. Workshop hours may be documented in the Internship Log (explained in a later section). The following organizations offer appropriate workshop opportunities:

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

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

<http://www.awsp.org/member-support/principal-interns>

Residency Principal or Program Administrator Certification Requirements

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

**Teaching Experience:** A minimum of three (3) years of successful teaching experience with a valid teaching certificate is required before a certificate will be issued. (for Principal Certification)

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

**Moral Character:** Required only if applicant does not hold a valid Washington certificate at the time of application. (See WAC 181-79A-155)

**Performances:** Candidates must document successful performance in each of the NELP standards and experiences related to CCDEI, SEL, and Since Time Immemorial.

**Collection of Evidence:** Documentation of demonstrated evidence of meeting the NELP standards and experiences related to CCDEI, SEL, and Since Time Immemorial.

***Continued on next page***

**Field Experience:** A minimum of 540 hours ofadministrative intern-related activities is required (with at least 270 hours when students and/or staff are present), with a mentor with at least three years in an educational leadership role.

**Required Courses for Certification:**

Course Course Title Semester Hours

Ed Ad 509 Leading School Improvement 3

Ed Ad 516 Instructional & Curricular Leadership 3

Ed Ad 583 Community and Communications 3

Ed Ad 585 Financial Management in Education 3

Ed Ad 588 The Law and Education 3

Ed Ad 589 Leadership Development Seminar 3

Ed Ad 590 Internship 6+

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

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

<https://www.k12.wa.us/certification/administrator-certificate/already-washington-certified-administrators>

Key Components of the Internship

**Leadership Self-Assessment Inventory**

Prior to the first semester of the internship, program participants must use the *Self- Assessment Planning document* (**Form B**) to assess their personal skills and performances in relationship to the NELP standards. If possible, the student should do the assessment in conjunction with their mentor principal or administrator.

**Internship Activities**

Based on the *Self-Assessment Planning document* (**Form B**), the candidate, mentor and University Supervisor will design a set of internship activities**.** The objectives of the internship activities are to: 1) assist the candidate in acquiring the skills identified for each of the NELP standards and in acquiring skills related to CCDEI, SEL, and Since Time Immemorial, and 2) provide additional valuable learning experiences relative to the administrative position as jointly determined by the mentor, the candidate and the University Supervisor. During the course of the internship, students will complete **four Tasks** based on the WCEAP Common Performance Tasks. The evidence for the completion of each Task will be submitted in writing.

**University Supervision**

During the candidate’s internship, the University Supervisor will conduct site visitations with the intern and/or mentor. The purposes of these visitations are to assist the intern and mentor in developing meaningful intern-related activities and experiences, monitor progress toward program requirements, and provide support for both the intern and mentor administrator. (See University-School District Agreement, **Form A**, for more information.)

**District Mentor Support**

The mentor will guide and assist the intern in planning and implementing internship activities and will help the intern understand the “why” and the “how” of school / district events and activities**.** (See University-School District Agreement, **Form A**, for more information.)

**Documentation**

Aminimum of 540 hours of internship-related activitiesare requiredfor completion of the program, and at least 270 of those hours must occur when staff and/or students are present. Thus, candidates will keep a time log(**Form C**) (maintained on a weekly basis) that records the 540 hours spent on internship-related activities.

**Collection of Evidence (Electronic Portfolio)**

The most important criterion for evaluating the internship is the demonstration of satisfactory performance related to each of the Tasks and rubric and items on the *Self-Assessment Planning document* (**Form B**), and the *Final Assessment* (**Form D**). The Collection of Evidence (Electronic Portfolio) is a cumulative record of the internship and program accomplishments that focuses on the National Educational Leadership program (NELP) Standards. The Collection of Evidence (Electronic Portfolio) should demonstrate performance in the NELP standards and in acquiring skills related to CCDEI, SEL, and Since Time Immemorial.

**Final Assessment**

As required for satisfactory completion of the program, candidates will complete all Tasks and submit a complete Collection of Evidence (Electronic Portfolio) and all required coursework as instructed by the University Supervisor. The intern, the district mentor, and University Supervisor will complete the *Final Assessment* (**Form D**).

**Professional Growth Plan (PGP) (Form E)**

The intern will complete the PGP (**Form E**) as a part of their Collection of Evidence (Electronic Portfolio) and submit it for review by their University Supervisor.

**FORM A** | University – School District Internship Agreement

**INDIVIDUAL LETTER OF AGREEMENT**

**WASHINGTON STATE UNIVERSITY**

Department of Educational Leadership & Sport Management

**Student Information:**

Name of Intern / Student: Current Position:

Home Address:

Phone Numbers: Work: Cell: Home:

WSU Email: Work Email:

Certificate Seeking (Principal or Program Administrator):

**District & Mentor Information**:

School District: Superintendent:

Internship Site:

Site Address (include city, state, zip):

Mentor Supervisor: Mentor Position:

Mentor Certificate # (Required): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Phone Number(s): Mentor Email:

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

**Responsibilities of School District Mentor**: Mentor responsibilities include supervision, guidance, and assistance to the intern in planning and implementing internship activities. It is expected that the intern will have an opportunity to experience most of the management and leadership responsibilities of the principal / program administrator. The mentor is expected to provide feedback and counsel to the intern on a regular basis and to help the intern understand the “why” and “how” of school / district events. The mentor is expected to periodically review with the intern the “Final Assessment” (Form E) and to certify the intern has demonstrated evidence of meeting the NELP Standards on the Final Assessment Form. It is expected that the mentor will include the intern in district meetings and activities and act as the intern’s advocate, as appropriate. The mentor will communicate any concerns to the University Supervisor in a timely manner.

**Responsibilities of University Supervisor**: The University Supervisor will provide oversight for the internship through communications and / or site visits with the intern and mentor. The University Supervisor will meet regularly with the intern to provide guidance and counseling as to the completion of the requirements of the internship, including the collection of evidence (electronic portfolio). The University Supervisor will recommend the intern for the appropriate certificate upon successful completion of the internship and other university State of Washington requirements. The University Supervisor will communicate any concerns to the mentor in a timely manner.

**APPROVED BY** (signatures required):

District Mentor Supervisor: Date:

Superintendent of Schools: Date:

WSU Supervisor (obtained by WSU): Date:

**STUDENT:** Obtain signatures from your District Mentor Supervisor and Superintendent, and then return this form to your University Supervisor

For Office Use: Original to Student File (Certification Office) and copies to Intern, Mentor, and University Supervisor

**FORM B | Self-Assessment Planning Document**

* **If possible, complete this Self-Assessment Planning Document in conjunction with your district mentor prior to the first semester of enrollment in Ed Ad 590/Internship.**

**Residency Principal and Program Administrator Certification**

**FORM B: SELF-ASSESSMENT PLANNING DOCUMENT**

***Intern Name:*** .DD***Date:*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***Purpose:*** To provide principal / program administrator Candidates with the opportunity to examine their own school leadership practices with respect to the knowledge, dispositions, and performances contained within the National Educational Leadership Preparation (NELP) Program Standards – Building Level. This self-examination should lead to greater familiarity with the Standards and provide a starting point to assist you in identifying potential areas of focus for professional development planning.

***Description:*** This self-assessment planning document will provide a personal profile of your school leadership assets based on the NELP Standards. The inventory consists of statements that describe the knowledge, dispositions, and performances contained within the Standards.

***Instructions:*** Read each standard, criterion, and benchmark statement carefully. In the space provided, rate your capacity by marking the box that best represents your practices at this current time.

**Standard 1: Mission, Vision, and Improvement**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

**Component: Program completers understand and demonstrate the capacity to:**

* 1. collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community;

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| Area for Growth | Proficient | Area of Strength |
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**(1.2)** lead improvement processes that include data use, design, implementation, and evaluation.

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| ***Discussion/Explanation:*** |

**Standard 2: Ethics and Professional Norms**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge , skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

**Component: Program completers understand and demonstrate the capacity to:**

**(2.1)** reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

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**(2.2)** evaluate, communicate about, and advocate for ethical and legal decisions.

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**(2.3)** model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

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| ***Discussion/Explanation:*** |

**Standard 3: Equity, Inclusiveness, and Cultural Responsiveness**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

**Component: Program completers understand and demonstrate the capacity to:**

**(3.1)** use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

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**(3.2)** evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

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**(3.3)** evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

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| ***Discussion/Explanation:*** |

**Standard 4: Learning and Instruction**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports and assessment.

**Component: Program completers understand and demonstrate the capacity to:**

**(4.1)** evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

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**(4.2)** evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems.

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**(4.3)** evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

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**(4.4) collaboratively** evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

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| ***Discussion/Explanation:*** |

**Standard 5: Community and External Leadership**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

**Component: Program completers understand and demonstrate the capacity to:**

**(5.1)** collaboratively engage diverse families in strengthening student learning in and out of school.

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**(5.2)** collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

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**(5.3)** communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

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| ***Discussion/Explanation:*** |

**Standard 6: Operations and Management**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

**Component: Program completers understand and demonstrate the capacity to:**

**(6.1)** evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.

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**(6.2)** evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

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**(6.3)** reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

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| ***Discussion/Explanation:*** |

**Standard 7: Building Professional Capacity**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

**Component: Program completers understand and demonstrate the capacity to:**

**(7.1)** collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.

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**(7.2)** develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

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| Area for Growth | Proficient | Area of Strength |
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**(7.3)** personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

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**(7.4)** evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

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| ***Discussion/Explanation:*** |

The Internship Collection of Evidence (Electronic Portfolio)

The following items are to be included in your Collection of Evidence (electronic portfolio); however, the University Supervisor may have supplemental requirements. The University Supervisor will determine the format of the Collection of Evidence (electronic portfolio) (electronic, hard copy, etc.) and submission deadlines. Selected items from the Collection of Evidence (electronic portfolio) may be retained by the Department of Educational Leadership and Sport Management for archival and accreditation purposes. No student identifiers will be made public. (see **Form F**)

**Section 1: Documentation of:**

University – School District Internship Agreement **(Form A)**

Self-Assessment Planning Document **(Form B**)

Internship Log **(Form C)**

Standards Final Assessment, signed by Mentor and University Supervisor (**Form D**)

Professional Growth Plan (PGP) (**Form E**)

Letter of successful completion of internship from site based mentor

Final Reflective Paper

Prerequisite Experience for a Principal Certificate **(Form 4001 F) (for principal candidates only)**

Checklist with all items **(Form F)**

**Section 2: Documentation of the Four WCEAP Common Performance Tasks**

All four Tasks must be completed for the internship. If you anticipate a delay for any reason, please contact the University Supervisor immediately.

FORM C | Internship Log

(Sample Format for Internship Log - Check with your University Supervisor for most current format)

You must keep a detailed cumulative internship log documenting your minimum of **540** required internship hours (270 hours with students and/or staff present). Put your name on your Log of Hours. The required components are:

1. Date
2. Brief description of Activity
3. Your role
4. Minutes/hours (Designate those minutes/hours **with** students and/or staff present **and** minutes/hours **without** students/staff present)
5. Notation about the NELP standards and acquiring experiences related to CCDEI, SEL, and Since Time Immemorial, where the intern must tally hours under each related standard and area
6. Brief comment about each activity
7. Total hours both **with** students/staff present, and **without** students/staff present) for each standard noted on the log
8. Grand total hours for all NELP standards and areas (CCDEI, SEL, and Since Time Immemorial) are to be noted on the log

An example of the Internship Log will be available on Canvas for interns. You will submit your Log of Hours monthly for review. Both the intern and the University Supervisor will review and monitor the total hours to make sure the intern is on track to meet the requirement of 540 total hours (270 hours with students and/or staff present).

WCEAP Common Performance Tasks

**Instructions:**

* Please check with your WSU University Supervisor prior to beginning a Common Performance Task.
* Before you start on data collection for your Task(s), you should discuss your Task(s) and data/evidence collection process with your University Supervisor and school district mentor.
* For each Task, you will align the Task project description with the associated rubric for your final written submission.

**Common Performance Tasks (approved by WCEAP for use 1-25-2020)**

**Task 1:** Developing a Vision and Improvement Plan

The candidate will develop a school vision and improvement plan for one school based priority area, focusing on the two pillars of highly effective schools, the instructional program (curriculum, instruction and assessment) and school culture. The candidate will collaboratively collect and analyze quantitative and qualitative data on student performance with attention to issues of equity, disproportionality, and inclusion, student and teacher relationships and school culture, select a priority area for focus, document existing school programs, services and practices, and develop a set of goals, objectives and action strategies with input from school leaders and key stakeholder groups.

**Some suggested ideas and examples of “Task 1”:**

* Identify gaps in student learning in your building and determine the student subgroup(s) that are facing the most challenging inequities (have the greatest need).
* Select an equity-driven priority area (or problem of practice) as your focus.
* Determine what programs and/or services exist in your school/district that are designed to support students in this particular program or content area. Review the services in detail.
* Analyze teacher practice data and student services to determine what is the current state of practice and how well these actual practices align to the intention of the service.
* Locate 3-5 resources on evidence-based practices (research or practitioner articles, curated video, books, etc.)
* Use this research to inform a hypothesis (or theory of action) on how to improve equitable student learning outcomes in your chosen focus area.
* Set goals for improvement in student learning (outcome) and measured changes in teacher practice (output).
* Develop a plan to improve student learning based on your research.
* Develop/evaluate school hiring policies or procedures in light of equitable, inclusive and culturally responsive practice among teachers and staff.
* Evaluate root causes of inequity and bias within your school and/or district.
* Design an evaluation plan.
* Consider stakeholder voices and perspectives beyond school or district personnel, e.g. youth, parents, or community perspectives.
* Develop an inquiry cycle timeline for this project, including the designation of a school team or committee for this work. Ascertain what the administrative team’s (including your) role will be in this project.

**Task 2:** Fostering a Culture of Learning

The candidate will demonstrate their capacity to foster a professional learning culture to improve student learning, particularly for historically and currently marginalized student groups (e.g., students of color, emergent bilingual students, students living in poverty, immigrant/refugee students, students with disabilities, LGBTQ students, Native American/Indigenous Peoples, and others). A candidate will work with a small group of teachers using structured learning activities to improve the teachers' collective knowledge and skills. The candidate will support collaborative groups in improving an existing curriculum, instruction, or assessment strategy, while documenting the process, teachers' teamwork and improved practices, with attention to equity and addressing the learning needs of historically marginalized or underserved students. (NOTE: This Task can be embedded and aligned to Task 1 above).

**Some suggested ideas and examples of “Task 2”:**

* Identify an academic area to review and explain why you chose that focus, connected to equity, inclusion, and/or culturally responsive or culturally sustaining education.
* Select a small group of teachers (grade level or content specific) that would benefit from working as a team to improve practice.
* Collaboratively determine what instructional skill or practice will be the focus for group learning.
* Consider culturally responsive or culturally sustaining practices and behavioral support practices.
* Explain how you will facilitate the group learning process to achieve professional growth, and any other planned positive outcomes among the group members.
* Explain what changes in practice are expected and how group practice outcomes will result in a positive impact on students and how that will be measured.
* Identify the assistance needed (building or district level) to support learning among each of the group members.
* Summarize your process and gather feedback from the group members that will help you improve your practice in working with small groups to adopt culturally responsive or culturally sustaining practices that will lead to improved student performance.
* Develop an inquiry cycle timeline for this project, including the designation of a school team or committee for this work. Ascertain what the administrative team’s (including your) role will be in this project.

**Task 3:** Teacher Observation, Analysis, and Feedback

The candidate will demonstrate instructional leadership skills to plan for a teacher observation, observe, analyze observation and student data, provide feedback and plan support for an individual teacher. The candidate will document the observation cycle and teacher feedback, focusing on the quality and use of the feedback.

**Some suggested ideas and examples of “Task 3”:**

* Demonstrate general knowledge of state frameworks and specific knowledge in candidate’s district’s framework and equitable and/or culturally responsive or culturally sustaining practices.
* Identify and reflect on personal and systemic positionality and bias as it relates to teacher observation.
* Work with your administrator and selected certificated teachers to develop your classroom observation skills.
* Visit a variety of classrooms to develop a solid understanding of the instructional framework used throughout the school and how to leverage the framework to support culturally responsive or sustaining teacher practices
* Conduct the pre-observation discussion with the teacher and principal.
* Complete the observation in accordance with the collective bargaining agreement, including evidence of equity, inclusivity, and culturally responsive or culturally sustaining educational practice.
* Prepare for the post-conference, including “cleaning up” the script, aligning the observation with your district’s instructional framework and then scoring the observation under the guidance of your principal, as possible.
* Conduct the post-observation conference with the teacher and principal.
* Gather written feedback from both the supervising principal and teacher that will assist with future observations.
* Gather evidence through observation of equity, inclusivity, and culturally responsive or culturally sustaining educational practices.
* Submit a written reflection on key elements that have become clearer for you and what you have learned through this observation process, and how you will apply this learning as you move forward as a culturally responsive leader.

**Task 4:** Family and Community Engagement to Improve Student Learning

The candidate will develop a research informed proposal and implement at least one component to improve family and community engagement and leadership in a school’s priority area. This priority area should be related to equitable student achievement, student health, recreation, or social needs that impact their learning. The candidate will work collaboratively in reciprocal, two-way, and culturally responsive communication with internal and external stakeholders representing but not limited to school administration, staff, families, community members, and students, and detail how they will intentionally shift power dynamics to create an inclusive team that attends to equitable representation of the school community demographics (e.g., students of color, LGBTQ students, emergent bilingual students, students receiving special education services, Native American/Indigenous Peoples, and others). In authentic collaboration with their selected group of stakeholders, the candidate will select a priority area based on evidence of student needs, gather information related to family and community engagement and leadership needs, develop a proposal, and implement one component with stakeholders.

**Some suggested ideas and examples of “Task 4”:**

* Focus on a family or community need that will positively impact student learning.
* Form and/or lead small working group(s) of staff, family, students, and/or community (as appropriate) that will be able to contribute to the development process, with attentiveness to the equitable representation of the diverse school community (or specific historically marginalized families or communities who are most impacted by the selected issue/need/initiative) and detail how to intentionally shift power dynamics to create an inclusive team environment.
* Review current district policies and building programs that encourage equitable and culturally responsive or culturally sustaining family engagement. Identify opportunities for growth or enhancement of current practices.
* Develop a plan to address the identified opportunities and an outline needed to implement the plan in your building or setting that will increase family and/or community engagement in the school to positively impact student learning.
* Implement a portion or all of the plan that you developed.
* Identify data that can be collected to know if the plan made an impact.
* Develop an inquiry cycle timeline for this project, including the designation of a school team or committee for this work. Ascertain what the administrative team’s (including your) role will be in this project.

**Common Performance Task Rubric**

**Task 1: SCHOOL VISION AND IMPROVEMENT PLAN, BASED ON EQUITY AND DATA**

**Intern: Reviewer:**

|  | **Areas to Address** | **Performance Expectation** | **Additional Comments** |
| --- | --- | --- | --- |
| DEVELOP A SCHOOL MISSION AND VISION |  | **Component 1.1** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include: data use, technology, equity, diversity, digital citizenship and community. |  |
| LEAD THE IMPROVEMENT PROCESSES |  | **Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. |
| SUPPORT STUDENT LEARNING NEEDS |  | **Component 6.1** Program completers understand and demonstrate the capacity to evaluate, develop and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school. |
| DEVELOP A DATA-INFORMED AND EQUITABLE RESOURCING PLAN |  | **Component 6.2** Program completers understand and demonstrate the capacity to evaluate, develop and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. |
| **Other Elements Noted** |  |  |

\_\_ Accepted as submitted

\_\_ Review areas to address – no need to resubmit

\_\_ Revise and resubmit – address areas noted above

\_\_ Required Conference with Instructor

**Common Performance Task Rubric**

**Task 2: PROFESSIONAL LEARNING CULTURE TO IMPROVE ACADEMIC LEARNING**

**Intern: Reviewer:**

|  | **Areas to Address** | **Performance Expectation** | **Additional Comments** |
| --- | --- | --- | --- |
| LEAD THE IMPROVEMENT PROCESSES |  | **Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. |  |
| REFLECT ON PROFESSIONAL DISPOSITIONS AND NORMS |  | **Component 2.1** Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult. |
| EVALUATE AND IMPLEMENT SCHOOL’S PRACTICES IN AN EQUITABLE MANNER |  | **Component 4.4** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. |
| ENGAGE STAFF IN PROFESSIONAL CULTURE WITH A GOAL OF SCHOOL IMPROVEMENT |  | **Component 7.2** Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. |
| ENGAGE STAFF IN CULTURALLY RESPONSIVE LEADERSHIP |  | **Component 7.3** Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. |
| **Other Elements Noted** |  |  |

\_\_ Accepted as submitted

\_\_ Review areas to address – no need to resubmit

\_\_ Revise and resubmit – address areas noted above

\_\_ Required Conference with Instructor

**Common Performance Task Rubric**

**Task 3: INSTRUCTIONAL LEADERSHIP FOR FEEDBACK AND SUPP0RT**

**Intern: Reviewer:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Areas to Address** | **Performance Expectation** | **Additional Comments** |
| EVALUATE, COMMUNICATE ABOUT, AND ADVOCATE FOR ETHICAL AND LEGAL DECISIONS |  | **Component 2.2** Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. |  |
| MODEL ETHICAL BEHAVIOR IN PERSONAL CONDUCT AND RELATIONSHIPS |  | **Component 2.3** Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. |
| EVALUATE, CULTIVATE, AND ADVOCATE FOR EQUITABLE ACCESS TO EDUCATIONAL RESOURCES |  | **Component 3.2** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. |
| **Other Elements Noted** |  |  |

\_\_ Accepted as submitted

\_\_ Review areas to address – no need to resubmit

\_\_ Revise and resubmit – address areas noted above

\_\_ Required Conference with Instructor

**Common Performance Task Rubric**

**Task 4: FAMILY ENGAGEMENT AND COMMUNITY INVOLVEMENT**

**Intern: Reviewer:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Areas to Address** | **Performance Expectation** | **Additional Comments** |
| USE DATA TO PROVIDE A SUPPORTIVE AND INCLUSIVE SCHOOL CULTURE. |  | **Component 3.1** Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. |  |
| ENGAGE DIVERSE FAMILIES IN STRENGTHENING STUDENT LEARNING |  | **Component 5.1** Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. |
| ENGAGE AND CULTIVATE RELATIONSHIPS WITH DIVERSE COMMUNITY MEMBERS |  | **Component 5.2** Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. |
| COMMUNICATE EFFECTIVELY TO ADVOCATE FOR THE NEEDS OF THE SCHOOL AND COMMUNITY |  | **Component 5.3** Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community. |
| **Other Elements Noted** |  |  |

\_\_ Accepted as submitted

\_\_ Review areas to address – no need to resubmit

\_\_ Revise and resubmit – address areas noted above

\_\_ Required Conference with Instructor

**NELP Standards Alignment to WCEAP Common Performance Tasks**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NELP Standard | Task 1 | Task 2 | Task 3 | Task 4 |
|  |  |  |  |  |
| 1.1 | Primary |  |  | Secondary |
| 1.2 | Primary | Primary | Secondary | Secondary |
| 2.1 |  | Primary | Secondary | Secondary |
| 2.2 |  |  | Primary | Secondary |
| 2.3 |  |  | Primary | Secondary |
| 3.1 | Secondary | Secondary |  | Primary |
| 3.2 | Secondary | Secondary | Primary | Secondary |
| 3.3 | Secondary | Secondary | Secondary | Secondary |
| 4.1 |  | Secondary |  |  |
| 4.2 |  |  | Secondary |  |
| 4.3 | Secondary |  | Secondary |  |
| 4.4 | Secondary | Primary | Secondary | Secondary |
| 5.1 |  |  | Secondary | Primary |
| 5.2 |  |  |  | Primary |
| 5.3 | Secondary |  |  | Primary |
| 6.1 | Primary |  |  |  |
| 6.2 | Primary | Secondary |  |  |
| 6.3 |  |  |  | Secondary |
| 7.1 | Secondary |  | Secondary |  |
| 7.2 |  | Primary |  |  |
| 7.3 |  | Primary | Secondary | Secondary |
| 7.4 |  | Secondary | Secondary |  |

**Residency Principal and Program Administrator Certification**

**FORM D: FINAL ASSESSMENT**

Intern:

Mentor:

Date:

Please read each of the following indicators carefully. Then use the following scale to indicate the extent of the intern’s performance during his/her/their internship:

**Limited** Internship Evidence: **1** = Emerging skills or **2** = Developing skills

**Strong** Internship Evidence: **3** = Proficient or **4** = Exemplary

**Standard 1: Mission, Vision, and Improvement**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include date use, technology, equity, diversity, digital citizenship, and community.

**Component: Program completers understand and demonstrate the capacity to:**

* 1. collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

* 1. lead improvement processes that include data use, design, implementation, and evaluation.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**Standard 2: Ethics and Professional Norms**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge , skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

**Component: Program completers understand and demonstrate the capacity to:**

**(2.1)** reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(2.2)** evaluate, communicate about, and advocate for ethical and legal decisions.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(2.3)** model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**Standard 3: Equity, Inclusiveness, and Cultural Responsiveness**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

**Component: Program completers understand and demonstrate the capacity to:**

**(3.1)** use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(3.2)** evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(3.3)** evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**Standard 4: Learning and Instruction**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports and assessment.

**Component: Program completers understand and demonstrate the capacity to:**

**(4.1)** evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(4.2)** evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(4.3)** evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(4.4) collaboratively** evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**Standard 5: Community and External Leadership**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

**Component: Program completers understand and demonstrate the capacity to:**

**(5.1)** collaboratively engage diverse families in strengthening student learning in and out of school.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(5.2)** collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(5.3)** communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**Standard 6: Operations and Management**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

**Component: Program completers understand and demonstrate the capacity to:**

**(6.1)** evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(6.2)** evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(6.3)** reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**Standard 7: Building Professional Capacity**

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

**Component: Program completers understand and demonstrate the capacity to:**

**(7.1)** collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(7.2)** develop and engage staff in a collaborative professional culture designed to promote school

improvement, teacher retention, and the success and well-being of each student and adult in the school.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(7.3)** personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**(7.4)** evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

|  |  |
| --- | --- |
| Extent of Performance (1, 2, 3, or 4) |  |
| Comments: | |

**Mentor Internship Completion Statement:**

**(Intern):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has demonstrated evidence of meeting the National Educational Leadership Preparation (NELP) Program Standards - Building Level and has satisfactorily completed a

\_\_\_\_ Principal Internship or

\_\_\_\_ Program Administrator internship.

In addition, signatures below indicate the student’s Internship Log was reviewed and that 540 hours of activities (including 270 hours with students/staff present) have been verified.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Mentor Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor Signature Date

***Please do not begin work on your Professional Growth Plan (PGP) until we have reviewed the form and process in Ed Ad 590.***

Form E | Professional Growth Plan (PGP) Form

Revised as of: 2.7.2024 PESB PGP for Program Completion

**WASHINGTON STATE EDUCATOR PROFESSIONAL GROWTH PLAN (PGP) TEMPLATE FOR EDUCATOR PREPARATION PROGRAM COMPLETION**

|  |  |
| --- | --- |
| **Educator information** | |
| **First name:** Click here to enter text. | **Last name:** Click here to enter text. |
| **Preparation program:** Click here to enter text. | **Academic year:** Click here to enter text. |
| **Role:** From the following list, please mark the checkbox(es) for the role(s) that most align with the certificate(s) you hold.  **Teacher:** Residency Teacher CTE Teacher  **Administrator:**Superintendent Principal Program Administrator CTE Administrator  **Classified:** Paraeducator  **ESA:** School Counselor School Psychologist School Nurse School Physical Therapist School Speech Pathologist or Audiologist School Behavior Analyst School Occupational Therapist School Orientation & Mobility Specialist School Social Worker | |
| **Self-assessment and goal selection** | |
| 1. **Self-assessment.** Use a self-assessment to identify an area of focus that will lead to your professional growth. You might choose to assess yourself using the [pre-service standards for your role](https://www.pesb.wa.gov/preparation-programs/standards/pgp-for-program-completion/), the [social emotional learning standards self-assessment](https://docs.google.com/document/d/1vMIGpl83K2bxiEilSKUwXe5MZStOJ6AgPH201cU_mkQ/edit?usp=sharing), the [cultural competency standards self-assessment](https://docs.google.com/document/d/1zG34ZTaJbnr7-3PIGiNnXpVLLkl6dQZZoOuAkvcKGvU/edit?usp=sharing), or you might choose to use another self-assessment.    * What is the name of the self-assessment you used?   Click here to enter text. | |
| 1. **Personalized area of focus.** Based on your self-assessment, what area or topic will you focus your learning on that will lead to your professional growth?    * What is your area of focus?   Click here to enter text. | |
| 1. **Standards.** The area of focus for your professional growth goal needs to align to at least one standard from at least one of the following:   [Cultural competency, diversity, equity and inclusion (CCDEI) standards,](https://drive.google.com/file/d/1_1nf9XWXJKT_a3lOP169VmVc3U0l1ze0/view) **or**  [Social Emotional Learning (SEL) standards](https://www.k12.wa.us/sites/default/files/public/studentsupport/sel/pubdocs/SELStandardsBenchmarksIndicatorsLongForm.pdf), benchmarks, and indicators, **or**  [Pre-service role standards](https://docs.google.com/document/d/1j9z3VqpT8hPWbjm960zBuz0EHjBkV_RIchZTFuSrlRM/edit" \l "heading=h.f2thfxfzhndv)   * To what standard did you align your area of focus (include name of standards used and standard number or another identifier):   Click here to enter text. | |
| 1. **Professional growth goals.** Professional growth goals are goals that you set for your own professional growth, not for the growth of your students (although your own professional growth will have an impact on the growth of your students). What would you like to learn this year? In what specific area would you like to grow?    * What is your goal for your professional growth?   Click here to enter text.   * + Describe how this goal relates to your self-assessment:   Click here to enter text.   * + Describe how this goal relates to your focus area identified in question two:   Click here to enter text. | |
| **Intended outcomes** | |
| 1. **Educator outcomes.** Professional growth creates outcomes. Educator outcomes refers to some new skill or ability that you, the educator, are able to do or some skill or ability that you can improve based on your learning.    * What will you be able to do as a result of attaining your professional growth goal that you are not able to do now? What skill or ability will you have improved upon?   Click here to enter text. | |
| 1. **Student outcomes.** As noted previously, students are impacted by educator learning and growth.    * What impact will attaining your professional growth goal have on students?   Click here to enter text. | |
| **Professional growth action plan and evidence** | |
| Complete the two-column chart below.  In the *left column*, list the professional growth activity you plan to complete.  In the *right column*, list at least one piece of evidence you plan to collect for that activity.  You do not need to use all the available rows. Additionally, if you need more rows, complete and attach this [supplemental chart](https://docs.google.com/document/d/110rV503Qtyl3Pgg0kAFd-5LIoaG4Tfdnzc6ydBWlsaQ/edit?usp=sharing). | |
| 1. **Activities.** List your professional growth activities (one per row).   To increase your learning and accomplish your goal, you will need to engage in specific growth activities. Examples of activities you could engage in may include, but are not limited to: attending training, participating in a book study, researching specific information, observing other educators, etc. Activities should connect back to your goal. | 1. **Proposed evidence.** List the evidence you plan to   plan to use to verify your engagement in your professional growth activities.  Evidence may include, but is not limited to: professional learning reflections, professional learning community (PLC) notes, certificates of completion, programs implemented, videos of lessons, and other adult data. If desired, you may also plan to collect evidence regarding the impact of your professional growth on students. Evidence of your professional growth impact on students may include, but is not limited to: student work, student reflections, notes from observing students, student test scores, attendance rates, and other student data.  The same evidence can be used for multiple activities. |
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**Form F: Collection of Evidence (Electronic Portfolio) Checklist**

**WASHINGTON STATE UNIVERSITY**

**Residency Principal & Program Administrator Program**

**Ed Ad 590 Administrative Internship**

**Intern: Date:**

**Type of Certificate: Residency Principal or Residency Program Administrator** *(highlight one)*

|  |  |  |
| --- | --- | --- |
| **Component** | **Completed** | **Notes** |
| **Section 1** | | |
| 1. **Form A**: University – School District Internship Agreement form |  |  |
| 2. **Form B**: Self-Assessment Inventory *(completed before beginning Ed Ad 590/Internship)* |  |  |
| 3. **Form C**: Internship Log  Total hours: |  |  |
| 4. **Form D**: Final Assessment form. Hand signed and dated by you, your mentor, and your University Supervisor |  |  |
| 5. **Form E**: Professional Growth Plan *(with documentation of needs assessment for at least one goal)* |  |  |
| 6. Letter of Successful Completion of the Internship from intern’s mentor hand signed on school letterhead (original to University Supervisor)  *For example, “Ana Ramos has successfully completed the* ***principal internship*** *at Carmichael Middle School.”*  *For example, “José Lopez has successfully completed the* ***program administrator*** *internship with the Pasco School District.* |  |  |
| 7. Final reflective paper (*guidelines will be provided in Ed Ad 590*) |  |  |
| 8. Prerequisite Experience for a **Principal Certificate** ***only*** - **Form 4001 F** |  |  |
| **Section 2** | | |
| 9. Documentation of the Common Performance Tasks *(See Rubrics)*  \_\_\_\_\_\_\_ **Task One**: Developing a Vision and Improvement Plan  \_\_\_\_\_\_\_ **Task Two**: Fostering a Culture of Learning   * \_\_\_\_\_\_\_ **Task Three**: Teacher Observation, Analysis, and Feedback * \_\_\_\_\_\_\_ **Task Four**: Family and Community Engagement to Improve * Student Learning |  |  |
| 10. I have saved a complete copy of my electronic Collection of Evidence (electronic portfolio) to a site I can always access |  |  |

□ All Form F requirements are complete.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern signature Date

**Applying for the Principal or Program Administrator Certificate**

Towards the end of the internship the University Supervisor will communicate with interns about the required forms and deadlines associated with applying for, and receiving, the administrative certificate. Your University Supervisor will review the collection of evidence and send a completion form to an Academic Support Staff member who then will process the intern’s file. The process of being recommended for an administrative certificate involves:

* Verification that all coursework is complete
* Receipt of a Letter of Completion (on school / district letterhead) from the intern’s district mentor
* Receipt of the Prerequisite Experience for a Principal Certificate form. Available online at:

<https://www.k12.wa.us/sites/default/files/public/certification/certapp/4001f.pdf>

* Use caution when you complete the dates on this form.
* You must document at least **three years of successful experience in an instructional role with students** on this form. If you do not have three years of experience in one school district, you will need to use multiple forms (a separate form for each school district).
* Hand-signed signatures are required
* The original form is to be turned in (not a scanned form or copy)
* Documentation of 540 hours of internship activities *(*final internship log of hours *- a minimum of 270 hours with staff and/or students present)*
* Verification that the intern has an earned master’s degree
* Verification that the Portfolio of Evidence is complete *(please see Form F: Portfolio of Evidence Checklist)*

Due Process for Conflict Resolution in Internship Placements

It is expected that intern candidates follow the lead of their field supervisor, building administrator and work within the guidelines of program and district policy and practice. It is understood that the internship shall include on-going coaching and mentoring that offers feedback about management and leadership actions and activities. Feedback designed to result in intern growth and development is part of usual and expected practice. In all cases, coaching and mentoring feedback is expected to be growth-oriented, constructive, timely, specific, actionable, and individualized.

If the field supervisor, intern, or building principal has concerns beyond usual and expected coaching and mentoring feedback, the following steps should be followed:

1. The field supervisor, intern, and/or building principal confer regarding how concerns can be navigated and mitigated. Field supervisors, interns, and/or building principals are expected to bring a clear description of their concern to this meeting (e.g., an intern is unable to complete a required performance task due to inadequate opportunity; a building field supervisor or principal identifies a significant deficiency with an intern’s knowledge or skill set).
2. If after consultation and adequate time for remediation, the issue has not been resolved, the field supervisor, intern, and/or building principal may reach out to the WSU principal program coordinator. The field supervisor, intern, and/or building principal is expected to bring to this meeting an initial statement of concerns, a summary of conversations and remediation activities, and documentation of either the intern’s, mentor principal’s, or the field supervisor’s failure to address the issue.
3. If after consultation with the WSU principal program coordinator the issue has not been resolved the intern and/or building principal may contact the WSU Chair of the Department of Educational Leadership and Sport Management to schedule a meeting with the intern, the mentor principal, and field supervisor. It is expected that all prior documentation be available at this meeting.

During this process, it is expected that all parties act in a professional manner and honor standards of ethics and professional norms as described in standard 3 of the National Educational Leadership Preparation (NELP) standard 3; the standards of ethics and professional norms as described in standard 2 of the Professional Standards for Educational Leadership (PSEL), and all appropriate State of Washington administrative code (WAC) and revised code (RCW).

These can be located at:

https://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf

https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders\_2015.pdf

https://ospi.k12.wa.us/educator-support/investigations/code-professional-conduct

The Washington State University principal program uses all or some of the following interventions when addressing concerns:

1. Remediation: The development of a clear, written plan in which all parties (i.e., supervisor, intern, building principal) agree to a strategy designed to resolve the concern. Evaluation of the plan should occur at regular intervals.
2. Extension: In the case where progress is being made toward internship competencies, but it is agreed that additional time is needed to demonstrate competency, an extension of the internship may be granted. An extension cannot be granted for more than one year and will require enrollment in at least 2 internship credit hours per semester of the extension. For an extension to be granted, a written plan, with a clear timeline, should be developed and agreed to by all parties (i.e., supervisor, intern, building principal), approved by the WSU principal program coordinator, and filed with the academic coordinator for principal preparation.
3. Reassignment: In the case where an impasse has been reached and it is necessary for the intern to be reassigned, the field supervisor, principal program coordinator, and department chair shall meet with building and district leaders to seek a resolution.
4. Removal: In a case where any aspect of the Professional Conduct for Education Practitioners, WAC 181-86, WAC 181-87, RCW 28A.410.090, RCW 26.44.030, and/or RCW 28A.400.317 or district rules are violated internship activities may be suspended.

At any time in the process an intern may file a formal complaint as described within WSU grievance procedures. These can be located at: <https://provost.wsu.edu/procedures/classrooms/policies-and-reports/complaints/>