School of Education

The School Leadership Collaborative

Student Handbook
Master of Arts in Leadership and Administration
Principal Certification
Program Administrator Certification

Socially responsible professionals who serve with care, competence, and commitment.
# TABLE OF CONTENTS

## I. Welcome and Introduction
- Welcome ........................................................................................................... Page 1
- Our Mission ...................................................................................................... Page 1
- Faculty ............................................................................................................. Page 2
- Accreditation .................................................................................................... Page 2
- Degrees and Certification Programs .............................................................. Page 2
- The Professional Education Advisory Board (PEAB) .................................. Page 3
- Academic Honesty Policy .............................................................................. Page 4
- Library Services .............................................................................................. Page 4

## II. Admissions Process
- Program Admissions ....................................................................................... Page 5
- Office of Superintendent of Public Instruction (OSPI) Requirements .......... Page 8

## III. Certification Program
- Principal Certification .................................................................................... Page 9

## IV. Principal Certification Program Expectations
- Principal Certification Overview ..................................................................... Page 11

## V. Principal Certification Internship
- Certification File Requirements .................................................................... Page 15
- Guidelines for Mentor Principal .................................................................... Page 16
- Guidelines for Gonzaga Supervisor ............................................................... Page 17
- Suggestions for Meeting Internship Hours .................................................. Page 18
- Important Planning Notes ............................................................................. Page 18
- Frequently Asked Questions ......................................................................... Page 19
- Reporting and Contact Information for Internship Paperwork ................. Page 19
- Internship Request Document ....................................................................... Page 20
- Mentor Agreement Form ................................................................................ Page 21
- Forty Hour Observation Form ......................................................................... Page 22
- Internship Sequence ....................................................................................... Page 23
- Internship Seminar ......................................................................................... Page 24
- Suggestion for Internship Activities ............................................................... Page 26
Appendices
A  ISLLC and State Standards................................. Page  28
    State TPEP Intern Mandate........................... Page  37
B  Receipt of Administrator Handbook...................... Page  38
Welcome to Gonzaga University

Welcome to the Educational Administration Program at Gonzaga University. The graduate program offers a Master of Arts Degree in Leadership and Administration, Principal Certification, and a Program Administrator Certificate. Included in this handbook is information to assist you with your decision-making process to determine if Educational Leadership and Administration is the field you wish to pursue, as well as information to get you started with our program. If, after you have looked through the handbook, you have further questions please contact the program director or the internship coordinator for further information and guidance.

Our Mission

The Mission of the School of Education is to prepare socially responsive and discerning practitioners to serve their community and profession.

• We model and promote leadership, scholarship and professional competence in multiple specializations.
• We support an environment that is challenging, inclusive, reflective, and collegial.
• We foster inquiry, intellectual creativity, and evidence-based decision-making to accept the challenges facing a global society.
• We provide academic excellence in teaching, advising, service, and scholarship.
• We promote, support, and respect diversity.

The School of Education upholds the tradition of Humanistic, Catholic, and Jesuit Education.

The Mission has been summarized in the theme: "Socially responsible professionals who serve with care, competence, and commitment."
Faculty

The faculty at Gonzaga University is dedicated to the academic success of each student in the program. Prior to starting the school administration program you will be assigned an advisor and this individual will help guide you throughout your course of study. For further information you may contact the following faculty and staff members:

Program Director and Internship Supervisor:
Dr. Cynthia Johnson
E-mail: johnsonc2@gonzaga.edu
Phone: (509) 313-3650

Accreditation

The School of Education is accredited by the Northwest Association of Accredited Schools (NAAS), Washington State Professional Education Board (PESB), and is recognized by the Washington State Office of Superintendent of Public Instruction (OSPI).

Degrees and Certification Programs

The Educational Administration Program prepares P-12 educators for school or district leadership roles in public or private school settings. Our Master of Arts Degree and certification programs are hands-on and field-based courses of study that integrate theory and practice and include an intensive administrative internship to prepare you for the demands of school and district leadership. The program choices consist of the following:

- MALA- Master of Arts in Leadership and Administration (with or without certification)
- Principal Certification
The Professional Education Advisory Board (PEAB)

The Gonzaga University Professional Education Advisory Board (PEAB) was developed to provide advice, service, and guidance to intern candidates and to Gonzaga’s educational administration program.

Members of the PEAB consist of representatives from the Washington Association of School Principals, Washington Education Association, Washington Association of School Administrators, Gonzaga’s Supervisor of Interns, Gonzaga’s Administration Program Director, and the Dean of Gonzaga’s School of Education.

Functions of the Advisory Board (PEAB):

1. Provide counsel to Gonzaga University regarding its Principal Certification Program.
2. Participate in admission decisions regarding potential candidates for the program.
3. Screen each candidate applying to the program and:
   a. Review qualifications of candidates and
   b. Serve as advocates for interns throughout the program
   c. Review candidate completion information at the end of program.
4. Serve as an Appeal Board on certification issues and recommend to the University, revisions or discontinuance of internships as appropriate and necessary.
5. Periodically provide input to the University and to each intern so that high quality, current, professional standards are consistently maintained.
Academic Honesty Policy

Academic honesty is expected of all Gonzaga University students. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and theft. Any student found guilty of academic dishonesty is subject to disciplinary action. Disciplinary action against a student found guilty of academic dishonesty may include, but is not limited to the following:
1) A failing grade for the test or assignment in question.
2) A failing grade for the course; and/or
3) A recommendation for dismissal from the University.
A student may appeal the disciplinary action taken. The appeal shall be made in writing to the Chair of the department, or Dean if there is no Chair, of the appropriate school within 14 days of receipt of written notification of the disciplinary action taken.
Following an appeal, a final report shall be submitted to the Academic Vice President for review and possible further disciplinary action taken by the University. The Academic Vice President may direct an intermediate appeal to the Chair's Dean. Final appeal by the student may be made to the Academic Vice President.

Library Services
Gonzaga University faculty teaches at locations throughout the northwestern United States and Western Canada. Video and Internet delivery of classes extends the University's reach throughout the United States. In recognition of the critical need for access to research materials, the Foley Research Library staffs the Distance Library Services office, which coordinates and provides library services to the University's distance learners. Like most libraries, we are more than just books! As a member of the Gonzaga community, no matter how distant you may be, you have access to both our real and virtual collections from your home computer. You can search our online databases for academic articles to suit your research needs and access the full text of many of those articles through Foley library.
If you have a question about getting a book, need help researching a tricky topic, or simply do not know where to start, our friendly library staff is here to help.

Contacts:
Library and research questions: 1-800-498-5941 or refdesk@gonzaga.edu
Login questions: 509-313-5550 or helpdesk@gonzaga.edu
Distance Librarian: Theresa Kappus at kappus@gonzaga.edu
ILLiad (Interlibrary Loan): Anji Mertens at mertens@gonzaga.edu
Program Admissions

Principal certification is an integrated program and meets the needs of those who aspire to a formal administrative position.

Each course in the program has identified outcomes that can be met using the context of student’s career goals and the local educational setting. This integrated program is field-based and work embedded. As students work on assignments for each of the courses, they have the opportunity to explore issues of importance as it relates to their school, or district. What students learn in the program will have direct application to what they do in their work and as future education leaders.

Admission standards assure that each candidate selected has the academic, personal qualities and characteristics, and who will thrive in a realistic administrative team setting where the learning environment is challenging and reflects the real world of professional practice.

Admissions Framework
The overall goal of the admissions process is to identify and select students who are most likely to meet their own professional goals, fulfill certification goals, and thrive in today’s complex and challenging school environment. To select candidates for the Principal Certification Program, the four dimensions we attend to in our admissions process are:

1. Mission: We look for a personal and professional fit with the University and School of Education Mission; an important part of which is the preparation of socially responsive and discerning practitioners who serve their communities and professions. (See the School of Education website: www.gonzaga.edu/soe/grad.) In the admissions process, we look for evidence of fit with the University and School of Education Mission in the applicant’s résumé, written statement, and two letters of recommendation.

2. Dispositions: We promote, support, and respect diversity. Our candidates assimilate Gonzaga’s traditions, the variety of human cultures, and an understanding of the problems of the world, through the development and discipline of their imagination, intelligence, and moral judgment. In the admissions process, we look for evidence of positive professional dispositions in the applicant’s two letters of recommendation.

3. Academics: We provide academic excellence in teaching, advising, service, and scholarship. We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society. Because what is assimilated needs to be communicated if it is to make a difference, we also look for and seek to develop in our students the skills of critical thinking, global thinking, analytical thinking, effective speaking, and scholarly writing. In
the admissions process, we look for evidence of academic readiness in the applicant’s transcripts and written statement.

4. Leadership: We support an environment that is challenging, inclusive, reflective, and collegial. We model and promote leadership, scholarship, and professional competence in multiple specializations. Our goal is that the integration of personal, professional, and academic experiences, along with our program’s specialized competencies, will enable our graduates to provide creative, intelligent, and moral leadership in their chosen professions and in public service. In the admissions process, we look for evidence of leadership capacity in the applicant’s résumé, written statement, and two letters of recommendation.

Admissions Process
Principal Certification is designed for Pre-K-12 educators. Educators applying for principal certification must hold or have held a teaching or ESA certificate. In addition to a minimum of three years’ experience in an instructional role with students is required. Selection of students will be based on the information gathered from the materials identified below. Each applicant will submit the following materials to the School of Education Graduate Admissions Office:

1. A completed application form (see the School of Education website: www.gonzaga.edu/soe/grad).

2. A non-refundable fee.

3. A written statement of purpose. The Mission of the School of Education is to prepare socially responsive professionals who serve with competence, commitment, and care. The School of Education upholds the tradition of humanistic, Catholic, and Jesuit education. With our mission in mind, please submit a typed statement of purpose that presents:
   a) A description of why you are interested in administration;
   b) An assessment of the strengths you have that will help you as an educational leader;
   c) A description of what you hope to gain from Principal Certification.
   d) Evidence of collaboration of informal and formal leadership within the school or district and,
   e) Evidence of leadership within the community.

In the Statement of Purpose, the Admissions Committee will look for evidence of the applicant’s personal commitment to students, service to others, concern for social justice, and interest and/or experience in leadership.

4. Two letters of recommendation, one from the most recent supervisor, and the other from a professional colleague, sent directly from the recommending
persons to the School of Education Graduate Admissions Office with the Confidential Recommendation Forms attached. (See the School of Education website.)

5. A letter of internship agreement from the superintendent supporting and permitting the candidate to do the internship in the school district.

6. One official set of transcripts from each college or university attended. Final transcripts must bear a posted Master’s Degree from an accredited university.

7. One official transcript of your Master’s Degree.

8. A résumé that shows career history and highlights leadership experiences.

9. A minimum of three years in the field of education.

Reminder

1. For Principal Certification you must provide a valid teaching or ESA certificate.

2. A minimum of three years experience in a K-12 setting and currently employed with a private or public school.

3. A letter from your district superintendent that supports you in doing an internship.

4. Principal/Mentor (must have a minimum of 3 years’ experience as a principal in the district) letter agreeing to be the mentor and support the internship.

5. Abuse training documentation.

6. Signed and returned mentor agreement.

7. Letter of acceptance from the Dean.

8. Certification documentation must be completed on OSPI Website.

9. The Pre-requisite Experience form must be submitted to Gonzaga University.

10. Approval letter from the PEAB.
**Initial and Residency Certificate Requirements**

**For Administrative Certification**

(OSPI)

<table>
<thead>
<tr>
<th>Initial/Residency Certificate Requirements</th>
<th>Materials that must be on file at the institution prior to recommendation for a certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Residency Principal</strong></td>
<td></td>
</tr>
<tr>
<td>Holds or has held a teaching or ESA certificate from Washington or another state.</td>
<td>Copy of a regular teaching certificate or ESA certificate.</td>
</tr>
<tr>
<td>A state approved program of preparation for the principalship.</td>
<td>Completed application for an administrative program and master’s degree.</td>
</tr>
<tr>
<td>A master’s degree</td>
<td>Verification of school based experience.</td>
</tr>
<tr>
<td>Successful school based experience in an instructional role with students.</td>
<td></td>
</tr>
<tr>
<td><strong>Residency Program Administrator</strong></td>
<td></td>
</tr>
<tr>
<td>A state approved program of preparation for the program administrator.</td>
<td>Completed application for an administrative certificate.</td>
</tr>
<tr>
<td>A master’s degree</td>
<td>Official transcript of the completed administrative program, master’s degree, and post BA study.</td>
</tr>
</tbody>
</table>
Certification Program

Principal Certification

Teachers who already hold a master’s degree from an accredited institution must complete the requirements for the Washington State Principal Certificate.

- Credit requirement may vary depending on program changes.
- A 540-clock hour administrative internship.
- Attendance and participation in the on-line Leadership Role Seminar.
- Five mandatory visits to Gonzaga University for Principal/Administrator retreats (August, November, March, and May).

Questions/Answers

*Where will the classes be held?* Classes are held on-line with 5 mandatory meeting dates on-campus at Gonzaga University.

*When can I begin my program?* The program begins August of each year and concludes the following June.

*What certificates are available through the program?* Principal Certification

*How do I apply?* Contact the Graduate Admissions office at 509-313-3821 or 800-533-2554 x6. A representative will contact you, directly, to answer your questions and provide an application packet.

Course Outline

Principal Certification is designed to prepare educators for administrative roles in schools and related settings. Students focus on research-based knowledge and skills, which allow them to expand their practice of leadership.

*Principal Certification Focuses on State and ISLLC Standards*

1. Visionary Leadership
2. Instrumental Leadership
3. School Management
4. School and Community
5. School Ethics
6. Political Issues

*Additional Requirements*

- Portfolio development
- 540 hours of internship participation

**Important: Principal Certification**

**Please note the following:** The certification program runs from August until June (1 school year only) and for each semester a candidate has not completed the certification program, he/she is required to sign up for 6 additional workshop credits. Candidates can either continue to pay for the credits to finish certification or drop from the program. Candidates have up to five years from their start date for completion. Candidates may petition in writing to the Dean for an extension of the five year completion rule.
Principal Certification Expectations

Principal Certification Overview

Purpose
The goal is to provide first-hand work experiences in which the principal intern has the opportunity to learn how the knowledge and skills from the core courses can be applied to the educational setting. The intern is subject to the authority, rules, and regulations of the sponsoring school district. It is the desire of the University that through the internship experiences, prospective administrators may clearly discern patterns with their administrative performance. The intern should be able to determine the effectiveness or ineffectiveness of actions performed or observed, with regard to administrative competence. As a result, the intern gains valuable work-related experience, which will provide an advantage when applying for an administrative position.

Program Overview
Gonzaga’s Principal Certification Program is designed to prepare leaders for the pre-K-12 school environment. Throughout the Principal Certification Program, future school administrators are presented with practical and theoretical models related to school leadership as it relates to school improvement, student learning, and effective instructional practices that are focused on issues such as administration, curriculum, diversity (defined herein as gender, ethnicity, culture, social class, and physical or intellectual exceptionalities), supervision, and community relations. Our focus on leadership is grounded in formal leadership roles.

Commitment, Competence, and Care
School leaders face many difficult challenges: legislated learning, under-funded programs, the demands of a global economy, and increasing pressures for school reform, assessment, and accountability. These demands call upon leaders to demonstrate commitment, competence, and care. School leadership programs begin with the assumption that school leaders do more than provide effective supervision. Today’s school leaders also work with peers, administrators, and parents to achieve school, district, and state goals. Research on school leadership indicates that student achievement is heavily influenced by the ethos of the school. An effective school ethos is characterized by faculty collegiality, collaboration, and a sense of community in which leaders demonstrates the courage to address tough issues, the commitment and care to improve conditions for everyone in the community, and the individual personal and technical competence to be effective. Leaders in effective schools have acquired the competencies and attitudes that enable them to create and support such positive environments.
Accordingly, in the Principal Certification Program, we look for evidence of commitment, competence, and care in the letters of recommendation that applicant’s request of past and present supervisors.

**Academics**
The Principal Certification Program is anchored in preparing candidates with the intellectual skills necessary to be effective in the workplace and to remain current in their field. Through coursework, candidates will demonstrate the academic, intellectual, and practical skills such as:

a) Understanding and managing school policy, law, finance, and program.
b) Understanding and using a knowledge base and skills that drive processes and interaction.
c) Understanding how to read, use, and address data for school improvement and student learning.
d) Making decisions based on data.
e) Writing formal written essays and analyses.
f) Making effective and compelling public presentations.
g) Using logic and argumentation, and marshalling evidence in support of initiatives.

These skills are best enhanced with some prerequisite background and experience.

Accordingly, in the Principal Certification Program, we ask applicants to submit degree-bearing transcripts and any other coursework they want considered. We will also look for evidence of organization and proper grammar and spelling in the written statement of purpose. Additionally, we look for evidence of such intellectual skills in the letters of recommendation applicant’s request of past and present supervisors.

**Mission**
The Principal Certification Program supports the notion that leadership involves a strong commitment to humanistic values. In addressing "moral leadership," Greenfield (1991) emphasizes the importance of clarifying one’s beliefs and values because these shape practice. Howey (1988) contends that leadership is more than knowing and acting; that it has to include both achievement and caring. According to Sergiovanni (1992), traditional definitions of leadership focus on structures, roles, authority, relationships, efficiency, and productivity, and they tend to emphasize “doing things right” rather than “doing the right things.” Such moral dimensions of leadership and ethical considerations for school leaders are consistent with the Mission of Gonzaga University, which emphasizes humanism and respect for diversity and equity within the Jesuit tradition. A focus on diversity is a critical dimension of moral leadership because a wide range of cultures and lifestyles forms our increasingly heterogeneous society. Finally, the Principal Certification program contends that education at any level is a moral endeavor because it is a deliberate effort to develop values and sensibilities as well as knowledge and skills.
Accordingly, we ask applicants to the Principal Certification Program to not only describe their fit with Gonzaga’s Mission statement, but to describe their lived and personal commitment to students, colleagues, community, and school improvement, in the written statement of purpose. We will also look for corroborating or additional evidence of such commitment in the letters of recommendation applicant’s request of current and past supervisors. Additionally, we will look for evidence of such commitment in the resume we ask applicants to submit.

**Professional Dispositions**

Developing effective leadership practices is based not only on a sound knowledge base, but also on beliefs, attitudes, and skills that drive processes and interaction. Accordingly, the Principal Certification Program focuses on the “soft skills” relevant to success as a leader in the pre-K-12 school environment. These professional dispositions, such as sensitivity to the beliefs, attitudes, and values of others; the ability to collaborate; the ability to attend to the informal processes that help people invest themselves in the school organization; the ability to nurture others’ leadership capacity; the ability to make the appropriate use of technology; and, the ability to engage in ethical discernment, help maximize the leadership capacity in self and others.

Accordingly, in the Principal Certification Program, we ask applicants to articulate, in the written statement of purpose, their beliefs and behaviors that maximize the leadership capacity in self and others. We will also look for corroborating or additional evidence of professional dispositions in the letters of recommendation applicant’s request of current and past supervisors.

**Leadership**

Leadership, in any form, takes vision, clarity of one’s values and beliefs, courage, and an understanding of the organizational culture. The Principal Certification Program seeks to enhance the knowledge, skills, and dispositions of candidates so that they can act as agents of transformation and positive change in their own settings. These outcomes are achieved through coursework, reflection, significant individual scholarship, and through being a member of a community of learners. The Principal Certification Program centers on issues related to what educational leaders must know and be able to do to enhance student achievement. We draw heavily upon the work of Bolman and Deal (2003), Kouzes and Posner (2002), and Heifetz (1994) in emphasizing a growing body of leadership theory that suggests that leadership is shared, is based on a strong value base, and is less about positional authority and more about specific behavior. We believe that schools should become “communities of leaders” where students, teachers, parents, and administrators share both the responsibility and the opportunity for making meaningful decisions that enhance learning for all students. This type of leadership takes a special kind of person – one who recognizes that leadership requires an understanding of the human, symbolic, cultural, political, and organizational dynamics of effective school leadership. Wheatley (1992) suggests that leaders in contemporary school settings need specific knowledge, skills, and dispositions: knowledge of one’s self and the ability to know and understand others; knowledge of groups and organizations; knowledge of the change
process, skills, and technologies specific to one’s professional role; and a broad repertoire of “ways of knowing” and the ability to understand competing ideologies about what should occur in educational processes. Leaders must be competent in the skills of reflecting, understanding their own mental models, working collaboratively, thinking critically, solving problems alone and with others, and diagnosing systems (Glickman, 2003; Senge, 1990).

Accordingly, we seek applicants to the Principal Certification Program who have demonstrated a personal commitment to leadership at some level of school and community. We look for evidence of personal commitment to leadership in the written statement of purpose, the resume, and the letters of recommendation applicant’s request of past and present supervisors.

**Appropriate Technological Skill**
School leaders must use and model good instructional practice. This includes but is not limited to, the appropriate use of technology for collecting and marshalling data, and communicating. The skills that candidates develop regarding the use of technology in this program are intentional outcomes and support their academic work.

Accordingly, in the Principal Certification Program, we ask applicants to submit their resume and written statement of purpose.
Principal Certification Internship

Certification File Requirements

Listed below are the items required for your certification file prior to your internship:
1. Complete all certification documents through OSPI (on-line)
2. Successful school based experience in an instructive setting submitted directly to the program director at Gonzaga University.

The school based experience form should be sent to the following address:
Dr. Cynthia Johnson, Gonzaga University, School of Education, 502 E Boone Ave. AD Box 25 Spokane, WA 99258-0025
Guidelines for Mentor Principal and Gonzaga Supervisor

Mentor Responsibilities (School Principal)

- Serve as an administrator role model for the intern. Provide time each week to meet with your intern to discuss, share, or guide them with issues in the school setting. Get your intern involved in all aspects of the position. Please provide opportunities to do walk throughs, observations, TPEP practices, curriculum, instruction, assessment, leading professional learning opportunities, and other leadership responsibilities.

- Work collaboratively with the intern to develop their Professional Growth Plan and Internship Plan. Be sure to monitor progress throughout the internship experience. Make adjustments as needed, but be sure to send an updated copy of each to the internship supervisor.

- Coordinate many opportunities for the intern to meet the ISLLC Standards. Important areas to consider: school improvement planning, budget planning, scheduling, and classroom walkthroughs, staff development, teacher evaluations, community relations and involvement, special programs, and school budgeting and resource allocation.

- Provide ongoing feedback.

- Communicate the intern’s role to school faculty, students, and family members.

- Provide release time so the intern receives authentic tasks and opportunities.

- Provide release time so the intern can attend AWSP workshops.

- Provide release time so the intern can take part in the leadership teams within your district.

- Provide release time so the intern can spend time at the following levels: High School, Middle School, and Elementary School.

- Provide release time for the intern to spend at least one full school day in a school dramatically different than the one he/she currently works in. The school visits need to be in a different district. This is a mandatory requirement for the program.
• Sign all necessary documents and be sure you are aware of what is being sent to the university supervisor.

• **Provide release time for the intern to come to the Gonzaga campus in August, October, March, and May.**

• Collaborate with the Gonzaga supervisor to discuss progress and support the internship.

• Provide in depth activities and opportunities for the intern.

• Work to meet with the intern and the supervisor during scheduled face to face or virtual visits

• Participate in mentor trainings and/or other activities provided

• Complete the mid and end intern dispositions to be uploaded in the online portfolio in December and May. Documents provided via email or website.

• **University Supervisor Responsibilities**

  • Serve as a role model for the intern.

  • Provide the intern with all guidelines, requirements, and documents necessary to complete the internship.

  • Work with the intern to complete the PGP and Internship Plan.

  • Sign off on all required documents and submit to the program director.

  • Coordinate and schedule meetings with the intern and mentor.

  • Meet with the intern to monitor progress with the internship (face to face, email, phone, Skype, Face time).

  • Provide feedback regarding performance of internship requirements.

  • Monitor documentation and evidence progress with intern on internship log, PGP, and internship plan.

  • At the end of the internship review and evaluate the intern’s portfolio and performance tasks. When all items have met standard, complete the Completion Verification Form and submit to the Program Director.

  • Provide a final grade to the university.
Suggestions for Meeting 540 Hours

540 hours are required for the completion of the principal internship. Below are ideas for meeting the internship requirement hours.

- Release time for internship experiences

- Serve as Principal or Vice-Principal Designee

- Time spent beyond the regular school day

- Time spent before and after the school year or during holidays

Each intern is expected to begin the internship in August to assist the mentoring principal in building opening activities and to assist the mentoring principal at year’s end in building closing activities; procedures for opening and closing school are extremely important and the intern is well advised to develop a checklist of procedures for opening and closing school.

Note: Documentation to verify that the intern has spent at least a minimum of 540 clock hours in on-the job internship activity is mandatory for certification purposes. Therefore the intern must keep a documentation log, which specifies the amount of time spent each day at school in internship activity related to specific ISLLC Standards. The documentation log must be submitted each semester to the portfolio. The documentation log is to be signed by the mentoring principal.

Important Planning Notes

1. Prior to beginning the internship, the prospective intern must have completed forty (40) clock hours, in observation of the principal, in all areas outlined by the ISLCC performance standards (see Appendix A). The original 40 Hour Observation Form, along with your request for the internship is due to the Director (Dr. Cynthia Johnson) by the end of May prior to the year of your internship.

2. If all required documents are not completed prior to the beginning of the internship, the candidate must receive permission from the Program Director for an exception.

3. The Self-Assessment Planning Document and the Internship Plan is submitted to the supervisor (Dr. Cynthia Johnson) by the 2nd week of September. Failure to submit the documents by the due date is sufficient reason for dismissal from the internship.

4. Admission Principal’s Program is contingent upon approval by the superintendent of the sponsoring school district, the mentoring principal, the Administrative Advisory Board, and Program Director at Gonzaga University.
Frequently Asked Questions

1. *When do I do my internship?* The internship will take place during the administrative contract year (July/August through June).

2. *Where should I do my internship?* The location is up to you, your district, and mentoring principal. Normally, the internship is done in the building that you work in.

3. *Are there rules concerning which principal I work with?* The mentoring principal or assistant principal must have a minimum of three years’ experience in the role and hold a valid principal certificate.

4. *What kind of certificate will I receive?* You will receive a residency principal certificate (P-12).

5. *How do I get the time for my internship?* Utilization of discretionary contract time, internship grants (if available), and district release time, sabbatical leave, and/or unpaid leave.

Reporting and Contact Information for Internship Paperwork

**Program Director/Supervisor**

Dr. Cynthia Johnson

Johnsonc2@gonzaga.edu

502 East Boone Avenue

Spokane, Washington 99258

(509) 313-3650 phone

(509) 313-3482 fax
Gonzaga University
School of Education
Request for Administrative Internship

Name_________________________________________________Todays Date________

Address______________________________________________Internship Date_______

City/State Zip__________________________________________

Email Address___________________________________________

Phone _________________Cell Phone___________Work Phone_____________________

Current School______________________________School District__________

Address______________________________________________________________

City/State/Zip____________________________City/State/Zip_____________________

Principal’s Name_________________________Superintendent’s Name______________

Email Address__________________________Email Address_______________________

Phone__________________________________Phone____________________________

Internship Qualifications

Type of Washington State Teaching Certificate: ____Continuing/Professional Teacher    ___Initial/Residency     ___ESA

Certificate Number#_______________________Expiration Date:________________________

Present Position/Title:________________________

Number of years of successful school based instruction with students:_______

Briefly describe below the types of success that you had with your
students:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Present administrative responsibilities, if any: __________________________

Number of years in administration, if any: __________________________

Principal’s Approval: One-year internship is tentatively approved by your mentoring principal, as shown by
the signature below:

Name: ___________________________________________Date________________________

Internship Coordinator Signature_________________________Date______________
Mentor Agreement

I,________________________________________agree to provide the needed time and commitment for _______________________________________(intern name) to complete a minimum 540 internship hours. By signing this form it is my obligation to provide both the opportunities and experiences as required by the Gonzaga University Administrative Program. By signing this form I understand that this is a working document and can be changed or modified at any time. This document is a brief overview and not a complete listing of internship expectations.

Signature of: Mentor:_____________________________Date:______________
School:___________________________________________________________
School District:____________________________________________________
Signature of Intern:______________________________Date:________________
Signature of Supervisor:__________________________Date:________________

By signing the above I fully understand that it is required to provide release time for internship activities and requirements. I am also confirming that I have read the mentor handbook.

- I will collaborate with the Gonzaga supervisor
- I will provide in depth activities and opportunities for the intern
- I will work closely with the intern throughout the internship year
- I will release the intern to complete at least a one full school day experience at another school dramatically different than the one he/she works in.
- I will release the intern to experience the High School, Middle School, and Elementary School.
- I will release the intern to participate in all Gonzaga retreats, AWSP workshops, and other requirements deemed necessary by Gonzaga University.

I will try to meet with the intern and the supervisor during scheduled face to face or virtual visits
School Administration Program
Principal/Administrator Professional Certification
40-HOURS OBSERVATION FORM (ISLLC STANDARDS)

Instructions: Prior to beginning your residency principal’s certificate internship you must complete FORTY HOURS of structured observation of a certificated principal or assistant principal in categories related to the ISLLC Standards. That observation must be reported on this form. The form is to be submitted to: Dr. Cynthia Johnson at the Department of Educational Leadership and Administration 502 East Boone Avenue, Spokane, Washington 99258. Submit this form no later than March 29th preceding the July/August start of your internship. Keep one copy of the completed form for your Professional Portfolio.

ISLLC Standards (Observed)*

ISLLC Standard 1 (Steward of Vision) -------------------------- Observation Hours:______
Strategic Planning
Data Collection and Analysis
Effective Communication
Negotiating/Consensus Building

ISLLC Standard 2 (Instructional Leader)------------------------ Observation Hours:______
Analyzing the Curriculum
Supervision of Instruction/Instructional Strategies
Learning/Motivation Theory
Learning Technology
Evaluation of Student Achievement/Testing and Measurements
Supervision of Extra/Co curricular Education
Staff Development/Adult Learning
Change Process
Student Discipline
Student Services

ISLLC Standard 3 (Organizational Manager)------------------ Observation Hours:_____
General Office Administration
School Operations/Policies
Facility and Maintenance Administration/Safety and Security
Student Transportation
Food Services
Personnel Procedures
Budget Supervision
School/Program Scheduling
Collaborative Decision Making

ISLLC Standard 4 (Community Leader)------------------------ Observation Hours:______
Community/Public Relations
Parent Involvement
Climate for Cultural Diversity
Community/Business Involvement and Partnerships

ISLLC Standard 5 (Ethical Leader)--------------------------- Observation Hours:______
Position Goals and Requirements
Philosophy/History of Education
Ethics
Interpersonal Relationships

ISLLC Standard 6 (Advocate for Public Policy)---------------- Observation Hours:______
School Board Policy and Procedures/State and Federal Law
Federal Programs Administration
Issues and Conflict Resolution
Current Issues Affecting Teaching and Learning
Professional Affiliations and Resources
Professional Library

TOTAL HOURS FOR ALL SIX STANDARDS:----------------------------- Observation Hours:___________

Candidate’s Name – Please Print Clearly
Candidate’s Signature  Date

Principal’s Name – Please Print Clearly
Principal’s Signature  Date
Internship Sequence

___1. Enroll in the Administrative Internship.

___2. Complete the pre-internship 40-hour observation form.

___3. All certification requirements must be completed to determine qualification for the internship.

___4. Director will meet with the Professional Education Advisory Board (PEAB) for internship approval.

___5. Sign and return the mentor agreement document.

___6. Review the ISSLC Standards (see appendices) and determine which standards you have significant experience or training and those standards in which you need emphasis during your internship.

___7. Review and complete the Professional Growth Plan.

___8. In conjunction with your On-Site Principal/Mentor and your Gonzaga Internship Supervisor develop your internship plan based on the experiences and learning needs that will be of greatest value to you during your year-long internship.

___9. Document 540 hours of which 270 hours shall be during school hours, when students and/or staff are present. Attend all internship retreats to be held on the Gonzaga campus.

___10. Develop an e-portfolio with an index and written examples of materials, procedures, directives, policies, activities, and guidelines relating to the operation of a school at the level of your internship. More portfolio guidelines will be provided.

___11. Arrange for a full-day observation in an educational facility that is different from your major internship site. Differences to consider are socioeconomic status, racial diversity, and students with special needs. Write a summary regarding experiences, impressions, and questions. Include this summary in your portfolio.

___12. All items under the portfolio section of your internship portfolio must be submitted to the internship coordinator at the end of your internship experience. This is mandatory to finish the program.
The Internship Seminar

EDLA 612 and 613 or EDPC 912 and 913: Leadership Role Seminar

These courses are delivered through a series of six on-line modules that address each ISLLC Standard during the internship year. Because these courses are a requirement of the program, participation and completion in the sequence is mandatory. Objectives of these courses

1. Stewardship of Vision
2. Instruction
3. School Management
4. Community Relations
5. Ethics
6. School Issues

All modules are completed through an online environment.

- It is a mandatory requirement to attend all Gonzaga internship days on campus. The first meeting is held in August prior to the beginning of school as a two day retreat (Monday and Tuesday). The following meetings are held in October, March, and May. All meetings run 8:00-4:00 pm.

There will be two Gonzaga Slam days (8:00am-4:00pm). The first one is in October and the final one is in May. These will be explained in further detail at the first meeting.

Attendance to a class on abuse is mandatory. It must cover physical, emotional, sexual, substance, reporting, and prevention. This class is offered through your local ESD. Gonzaga will provide options on how to receive training on abuse issues if the intern is unable to locate a course in their area. This is a requirement to receive final certification. Please be sure the director of the program has a verified document that shows this has been completed.
Items to remember:

1. When documenting the ISLLC and State Standards, identify the activities or projects the intern will be engaged in during the internship experience. Remember, it must be specific and performance based.
2. Throughout the development of the PGP and Internship plan, seek advice and suggestions from the mentoring principal and Gonzaga supervisor.
3. Edit the plan and include the principal’s signature along with the date on the cover sheet of the plan. Sign and date it along with the University supervisor. Once the supervisor signs the plan, it becomes the intern’s academic contract for the internship.
4. The signed internship plan is required to be uploaded to the intern’s portfolio along with the PGP and signed self-assessment document no later than the 2nd week of September. The document will be reviewed and if there are any concerns, the intern will be contacted.
5. The University supervisor will meet with the intern and the mentoring principal early Fall Semester to discuss the year’s plans and future meetings.
6. Include a copy of the internship plan and self-assessment document to the internship portfolio, which will eventually become a part of the professional growth plan.
7. The Professional Growth Plan is the plan required from PESB and will be provided to you.
Suggestions for Internship Activities

Curriculum and Instruction Ideas:
1. The integration of Common Core.
2. Policies pertaining to selection of textbooks and instructional materials.
3. Administer and supervise in accordance with the law and district policies the following programs: IDEA and Title, 504, Vocational Education, Bilingual/ESL, Migrant and Gifted Education.
4. Know and understand the referral process and placement procedures for each of the above programs.
5. Have the knowledge and skills to interpret, communicate, and make recommendations based on assessment results for individuals and specialized groups.
6. Understand diversity issues in the school curriculum and programs.
7. Learn all information tied to TPEP and each model.
8. Understand, support, and apply standards based grading.
9. Complete walkthroughs, observations, and teacher support plans. You must complete a minimum of 4 TPEP observations from start to finish.

Student Services:
1. Maintain attendance and student records.
2. Complete state and federal enrollment reports.
3. Determine FTE for categorical and regular programs.
4. Be familiar with available community resources; utilize support services inside and outside the educational setting.
5. Implement effective principles of discipline and student management.
7. Understand the policies and procedures related to sexual harassment and discrimination.
8. Assist with writing or revising student and parent handbooks.
10. Deal with parent issues and concerns.

Building Administration and Management:
1. Develop alternate patterns of space, time, and student/staff groupings.
2. Develop master class schedules and staff duty assignments.
3. Understand maintenance of physical school environment, including custodial and cafeteria.
4. Understand the relationship of collective bargaining agreement to professional and instructional decisions.
5. Understand the classified contractual agreement and participate in the evaluation process for a classified employee.
6. Understand budgeting and the distributing of funds to and within the school building.
Auxiliary Services:
1. Interview personnel and read district policies in order to understand key issues such as: computer services, food services, health services, media programs, personnel services, and transportation.

Student Activities:
1. Explain local district policies as it relates to student activities.
2. Plan and develop governance policies and supervise and evaluate student activities.
3. Understand the financial accounting process for ASB activities.

Personnel Activities:
1. Prepare and participate in interviews for both certified and classified employees.
2. Participate in evaluation of several personnel, both certified and classified.
3. Participate in a teacher conference.
4. Conduct a staff meeting.
5. Conduct a staff development opportunity.

Fiscal Skills:
1. Determine student and program costs.
2. Prepare a budget for a club, group or team.
3. Understand the building budget.
4. Coordinate a fundraising activity.
5. Conduct an inventory and determine the needs of supplies and materials.
6. Understand the accounting process and ordering process of the building purchases.
7. Understand ASB funding.

Professionalism and Leadership Skills:
1. Design a personal history of training received and keep it current.
2. Attend professional conferences, meetings, and seminars.
3. Join and participate in professional organizations (AWSP, ASCD, and PDK).
4. Attend school board meetings.
5. Visit schools at levels other than your own.
6. Visit and meet with central office personnel.
Appendix A
ISLLC Standards and State Standards
Educational Leadership Policy Standards: ISLLC\textsuperscript{1} 2008
as adopted by the National Policy Board for Educational Administration on 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

\textsuperscript{1} Interstate School Leaders Licensure Consortium
**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 Standards

Standard One

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

Strand 1 – Advancing a school- or program-wide shared vision for learning.

Residency

Articulate purposes and rationale for a site-specific vision for learning consistent with the district-wide vision. Demonstrate how schools develop an inclusive shared vision that promotes success for each student.

Strand 2 – Putting the vision for learning into operation.

Residency

Identify objectives and strategies to implement a school vision. Analyze how systems are affected by a shared vision and suggests changes to an existing system. Demonstrate ability to develop school improvement plans that align structures, processes, and resources with a vision.

Strand 3 - Developing stewardship of the vision.

Residency

Demonstrate understanding of the leader’s role as keeper of the vision while establishing a means to involve stakeholders in keeping the vision. Evaluate how the vision serves the needs of students, staff and community. Demonstrate understanding of how to use the vision to facilitate effective communication, nurture and maintain trust, develop collaboration among stakeholders and celebrate efforts and achievement of the vision.

Standard Two

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

Strand 1 – Advocating, nurturing, and sustaining an effective school/program culture.
Residency

Demonstrate understanding that student learning is the fundamental purpose of schools. Identify features of organizational cultures promoting student learning. Use a variety of skills and strategies to design systems that respect and support diverse cultural perspectives and customs in order to promote success of each student. Engage in the creation and/or implementation of a School Improvement Plan that supports a culture of continuous learning. Promote classroom communities based on acceptance, respect, and civility.

Strand 2 – Advocating, nurturing, and sustaining student learning.

Residency

Demonstrate understanding of how to engage and support each student in meaningful learning that is regularly assessed to improve instruction. Supervise instruction and knows how to use a continuous cycle of assessment to improve instruction and ensure that each student has equitable and sufficient opportunities to learn and to meet high standards. Work with staff to align curriculum, instruction and assessment with state and local learning goals. Manage learning systems to assure their responsiveness to students’ cultural, cognitive, and linguistic needs. Understand the Washington teacher and principal evaluation criteria, four-tiered performance rating system, and the preferred instructional and leadership frameworks used to describe the evaluation criteria including self-assessment, goal setting, and reflective practices; evidence gathering over time; classroom observation skills; bias training; rater agreement on the four-tiered system; use of student growth data and multiple measures of performance; evaluation conferencing; development of classroom teacher and principal support plans resulting from an evaluation; and use of an online tool to manage the collection of observation notes, teacher and principal-submitted materials, and other information related to the conduct of the evaluation.

Strand 3 – Advocating, nurturing, and sustaining coherent, intentional professional development.

Residency

Use evidence of student learning to create professional development systems. Use a continuous cycle of analysis to create and monitor professional development systems that have a positive impact on student learning. Understand that professional development increases the instructional and leadership capacity of staff. Use district-wide and school improvement plans to support professional development, including the use of technology. Know processes for coaching staff, conducting staff evaluation, and for using a professional growth plan to improve student learning. Demonstrate understanding of how to build leadership capacity to improve student learning.

Standard Three

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

**Strand 1 – Uses a continuous cycle of analysis to ensure efficient and effective systems.**

**Residency**

Use a continuous and repeating cycle of analysis for evaluating the effectiveness of school programs, systems, and issues. The continuous cycle of analysis includes problem framing, data collection and interpretation, synthesis, use of data to outline options for action, implementing chosen action, and gathering evidence to check progress and to judge effectiveness.

**Strand 2 – Ensuring efficient and effective management of the organization.**

**Residency**

Use organizational theory to create and support structures within a building that promote school safety, behavior management, and other site-specific issues. Demonstrate understanding of developmentally appropriate behavior expectations and discipline policies that are balanced with students’ emotional and personal needs. Assure that school policies and practices result in equitable treatment of each student.

**Strand 3 – Ensuring efficient and effective management of the operations.**

**Residency**

Demonstrate understanding of knowledge and skills necessary for effective building-wide operations, including, including awareness of legal and ethical issues, problem-framing and problem-solving, bargaining and other contractual agreements, and group process and decision-making.

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

**Residency**

Demonstrate understanding of procedures necessary for management and maintenance of a safe and orderly learning environment. Identify the responsibilities related to financial, human, and material resources as required by state law, Board policy, and employee contracts. Engage in the creation and/or implementation of plans to ensure responsible and equitable management of resources.
Standard Four

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

**Strand 1 – Collaborating with families and community members.**

**Residency**

Demonstrate understanding that family support affects student success in school. Demonstrate understanding that sustaining successful family partnerships is challenging, and knows the critical partnership issues that must be addressed, the barriers to success, and ways to overcome them. Demonstrate collaboration skills with diverse students and families in support of student academic performance.

**Strand 2 – Collaborating with and responding to diverse communities.**

**Residency**

Recognize the diversity within the school and the district. Understands the complex characteristics of ethnic, racial, and cultural groups and the challenges faced by immigrant communities. Understand that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which students live and work. Demonstrate understanding of the importance of each student having opportunities to participate in co-curricular activities that are congruent with the academic and interpersonal goals of the school.

**Strand 3 – Mobilizing community resources.**

**Residency**

Recognize the importance of funding and distribution of resources to ensure that each student has equal opportunities to access learning. Engage in the creation and/or implementation of plans to obtain adequate resources, including technology. Investigates potential community resources appropriate to the plan.

Standard Five

**Ethical Leadership:** A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner.
Strand 1 – Using the continuous cycle of analysis for self-assessment of professional leadership.

Residency

Understand and exemplify the standards, responsibilities, and indicators for the principal's role in a democratic school. Create a professional growth plan, identifies needed growth, plans professional growth activities, and gathers evidence to document that professional growth leads to school improvement and increased student learning. Engage in self-analysis of own values, behaviors, and dispositions, including awareness of own ethnicity/culture as it relates to others.

Strand 2 – Acting with integrity, fairness, and courage in upholding high ethical standards.

Residency

Understand the career expectation for leading within legal, ethical, and moral frameworks. Articulate and use personal values and beliefs to guide actions. Treat people fairly, equitably, and with dignity.

Standard Six

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

Strand 1 – Understanding the role of schools or programs in a democracy.

Residency

Demonstrate understanding of the role of education in renewing a democratic society and the leader’s responsibility in influencing the larger political, social, economic, legal, and cultural context. Advocate for equitable and inclusive policies that benefit children, families, and caregivers. Act to influence local, state, and national decisions affecting learning. Adapt leadership strategies to reflect emerging trends and initiatives.
STATE TPEP INTERN MANDATE

Teacher and Principal Evaluations: An approved preparation program for principals shall require candidates for a residency principal certificate to demonstrate knowledge of teacher evaluation research, Washington’s evaluation requirements, and successfully complete opportunities to practice teacher evaluation skills. At a minimum, principal preparation programs must address the following knowledge and skills related to evaluations.

Residency

Examination of Washington teacher and principal evaluation criteria, four-tiered performance rating system, and the preferred instructional and leadership frameworks used to describe the evaluation criteria;

1. Self-assessment, goal setting, and reflective practices;
2. Evidence gathering over time;
3. Classroom observation skills;
4. Bias training;
5. Rater agreement on the four-tiered system;
6. Use of student growth data and multiple measures of performance;
7. Evaluation conferencing;
8. Development of classroom teacher and principal support plans resulting from an evaluation; and
9. (Use of an online tool to manage the collection of observation notes, teacher- and principal-submitted materials, and other information related to the conduct of the evaluation.)
Appendix B
Receipt of Administrator Handbook
Gonzaga University
School Administration Handbook
Acknowledgment Sheet

Date:__________________

I, ______________________________ have read the School Administration Student Handbook and understand the basic requirements to complete the prescribed program. I understand that this document can be changed at any time during the program and that it only addresses the basic expectations. Complete expectations are provided throughout the program. I agree to complete all requirements and expectations and will fulfill my internship obligations.

Signed: ______________________________

Received by the Director on: ___________________________

Internship Director Signature: ___________________________

Important: Principal/Program Administrator Certification

Please note the following: The certification program runs from August until June (1 school year only) and for each semester a candidate is not complete with the certification program, the intern is required to sign up for 6 additional workshop credits under the EDPC codes. Candidates can either continue to pay for the credits to finish certification or drop from the program. Candidates have up to five years from their start date for completion. Candidates may petition in writing to the Dean for an extension of the five year completion rule.