



School of Education

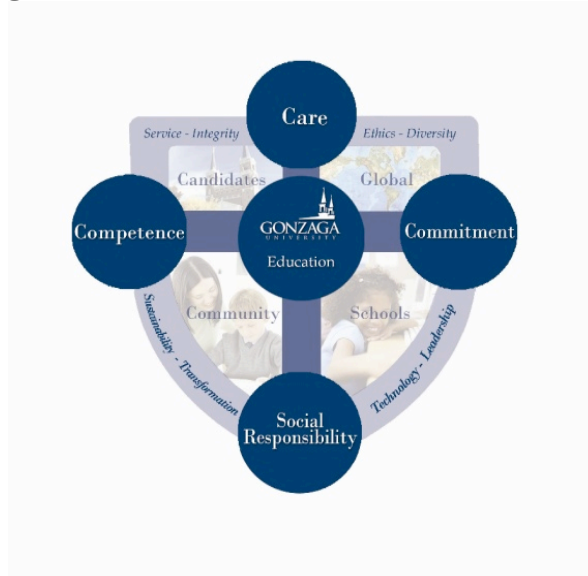
The School Leadership Collaborative

Student Handbook

Master of Arts in Leadership and Administration

Principal Certification

Program Administrator Certification



Department of Educational Leadership and Administration
502 East Boone Avenue
Spokane, Washington 99258
(509) 313-3640 phone
(509) 313-3482 fax
1-800-533-2554 option 2 toll free

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 9

III. Program Course Options

Purpose.....	Page 11
Master of Arts in Leadership and Administration.....	Page 11
Master of Arts in Leadership and Administration with Principal/Program Administrator Certification.....	Page 11
Principal Certification-Post Master's Degree.....	Page 11
Program Administrator Certification-Post Master's Degree..	Page 12
Program Administrator Guidelines.....	Page 12
MALA (Certification/Non-Certification)	Page 12
Program Courses.....	Page 14

IV. Principal/Program Administrator Expectations

Principal/Program Administrator Overview.....	Page 15
---	---------

V. Principal/Program Administrator Internship

Certification File Requirements.....	Page 19
Guidelines for Mentor Principal.....	Page 20
Guidelines for Gonzaga Supervisor.....	Page 20
Suggested Hours for Internship.....	Page 21
Important Planning Notes.....	Page 22
Frequently Asked Questions.....	Page 22
Reporting and Contact Information for Internship Paperwork	Page 22
Principal/Program Administrator Document Checklist.....	Page 23
Internship Request Document.....	Page 24
Mentor Agreement Form.....	Page 25

Forty Hour Observation Form.....	Page 26
Internship Sequence.....	Page 27
Internship Seminar.....	Page 28
Self-Assessment Planning Document (Instructions).....	Page 28
Self-Assessment Planning Document Cover Sheet.....	Page 30
Self-Assessment Planning Template.....	Page 31
Professional Growth Plan Overview.....	Page 35
Internship Planning Document (Instructions).....	Page 35
Professional Growth Plan Template.....	Page 37
Internship Planning Document Cover Sheet.....	Page 40
Internship Planning Template.....	Page 41
Suggestions for Internship Activities.....	Page 48
Portfolio Requirements/Resource Tools.....	Page 50
Daily Documentation Log.....	Page 52
Daily Documentation Log Semester Sign-Off Sheet.....	Page 53
Successful Completion Verification Form.....	Page 54

Appendices

A	ISLLC Standards and Functions.....	Page 56
B	Washington State Performance Indicators and Rubrics.....	Page 59
	School Improvement Plan (SIP).....	Page 60
	School Action Plan (SAP).....	Page 62
	Teaching and Learning (TAL).....	Page 64
	Community Action Plan (CAP).....	Page 66
	Political Analysis Map (PAM).....	Page 68
	Resource Alignment Plan (RAP).....	Page 70
	Personal Professional Growth Plan.....	Page 72
C	Receipt of Administrator Handbook.....	Page 75
D	Disposition Assessments.....	Page 77
E	Mentor Agreement.....	Page 82

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

Director of Certification:

Ms. Cathy Dieter
E-mail: dieter@gonzaga.edu
Phone: (509) 313-3504

Accreditation

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), the Northwest Association of Accredited Schools (NAAS), 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
- Program Administration 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 Administrator 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 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 don't 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

The Master of Arts in Leadership and Administration or the postmaster's program with principal or program 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 a field-based cohort structure. Candidates in the cohort collaborate, share, and grow in confidence over the two years of the program: they become a community of learners. 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 MALA program goals, and thrive in today's complex and challenging school environment. To select candidates for the MALA 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

The Master of Arts in Leadership and Administration with principal or program administrator or postmaster's principal or program administration certification begins in January. Decisions concerning admission into the program are made by June of each year. Students admitted to the program become a cohort group and work as a learning team for the duration of their studies. Selection of students for a cohort group is based on the basic qualifications as outlined below.

The Master of Arts in Leadership and Administration (MALA) program, with principal or program administrator 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 this master's program.
 - 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 recommendation from the superintendent supporting and permitting the candidate to do the internship in the school district.
6. Two official transcripts from each college or university attended. International applicants must submit foreign transcripts in the original language and an English copy. Final transcripts must bear a posted bachelor's degree from an accredited university.
7. Two official transcripts of bachelor or master's degree.
8. A résumé that shows career history and highlights leadership experiences.
9. An official TOEFL score of at least 550 (minimum score of 80 if taken by Internet) by each international applicant who has graduated from a foreign university or college and whose native language is not English.
10. A minimum of three years in the field of education.

Prior to Admissions for Principal/Program Administrator Certification

1. For Principal/Program Administrator certification you must provide your teaching or ESA certificate.
2. A letter from your district superintendent that supports you in doing an internship.
3. Principal/Mentor (must have a minimum of 3 years' experience as a principal in the district) letter agreeing to be the mentor and supports the internship.
4. Abuse training documentation.
5. Signed and returned mentor agreement

6. Letter of acceptance from the Dean.
7. All Gonzaga University Certification documentation.
8. Fee paid for certificate (copy of receipt submitted to the director).
9. Fingerprint clearance and fee paid (copy of receipt submitted to the director).
10. Approval letter from the PEAB.

**Initial and Residency Certificate Requirements
For**

Administrative Certification (OSPI)

Initial/Residency Certificate Requirements	Materials which must be on file at the institution prior to recommendation for a certificate
<p style="text-align: center;"><u>Residency Principal</u></p> <p>Holds or has held a teaching or ESA certificate from Washington or another state.</p> <p>A state approved program of preparation for the principalship.</p> <p>A master's degree</p> <p>Successful school based experience in an instructional role with students.</p>	<p>Copy of a regular teaching certificate or ESA certificate.</p> <p>Completed application for an administrative program and master's degree.</p> <p>Verification of school based experience.</p> <p>Receipt for \$35.00 fee payment.</p> <p>Verification of good moral character and personal fitness.</p>
<p style="text-align: center;"><u>Residency Program Administrator</u></p> <p>A state approved program of preparation for the program administrator.</p> <p>A master's degree.</p>	<p>Completed application for an administrative certificate.</p> <p>Official transcript of the completed administrative program, master's degree, and post BA study.</p> <p>Receipt for \$35.00 fee payment.</p> <p>Verification of good moral character and personal fitness.</p>

Continuing Certificate Requirements For

Administrative Certification (OSPI)

Materials which must be on file at the institution prior to recommendation for a certificate

Continuing Certificate Requirements

<u>Principal</u>	
<p>Completion of all requirements for initial certification. Must hold a valid initial principal's certificate.</p> <p>A master's degree.</p> <p>15 quarter hours (10 semester hours) or 150 clock hours of post-initial level study (in consultation with and approved by employer) based on performance domains (for applicants not holding a valid initial certificate issued prior to August 31, 1998).</p> <p>Issues of abuse coursework.</p>	<p>Copy of a regular teaching certificate or ESA certificate.</p> <p>Completed application for an administrative certificate.</p> <p>Official transcript of the completed administrative program, master's degree, and post initial certificate study.</p> <p>Receipt for \$70.00 fee payment.</p> <p>Verification of good moral character and personal fitness.</p>
<u>Program Administrator</u>	
<p>Completion of all requirements for initial certification. Must hold a valid initial program administrator certificate.</p> <p>A master's degree.</p> <p>30 quarter hours (20 semester hours) of graduate level coursework in education completed after the baccalaureate degree.</p> <p>180 days of service as a program administrator, 30 days of which must have been in the same school district.</p> <p>Issues of abuse coursework.</p>	<p>Completed application for an administrative certificate.</p> <p>Official transcript of the completed administrative program, master's degree, and post BA degree study.</p> <p>Receipt for \$70.00 fee payment.</p> <p>Verification of good moral character and personal fitness.</p>

Program Course Options

The Master of Arts program options include preparation for Teacher Leadership or Administration. The Teacher Leadership focus is designed to enhance teaching, learning, and assessment practices, community building and informal leadership. The Administrative focus is designed to prepare educators for formal leadership roles that focus on research-based knowledge and skill, allowing students to expand their practice of leadership roles.

Master of Arts in Leadership and Administration

Certified educators can earn a master's degree with a concentration in P-12 school leadership and administration.

- The degree is offered using the cohort model.
- Classes are presented at a location close to your work place.
- Classes are usually held on Friday evenings and Saturday mornings throughout the academic school year and during the summer.

Master of Arts in Leadership and Administration with Principal/Program Administrator Certification

Certified teachers can earn a master's degree in school leadership and administration and at the same time work toward a Washington State Principal/Program Administrator Certificate by completing a one-year, 540-clock hour administrative internship.

- One-year internship.
- Leadership Role Seminar is a yearlong on-line course.
- The degree is offered using the cohort model.
- Classes are presented at a location close to your work place.
- Classes are usually held on Friday evenings and Saturday mornings throughout the academic school year and during the summer.

Principal Certification – Post-Master's Degree

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

- Credit requirement may vary depending on previous course work.
- A 540-clock hour administrative internship.
- Attendance and participation in the on-line Leadership Role Seminar.

Program Administrator Certification – Post-Master's Degree

Individuals who have had an extensive background in the field of education such as: Human Resources, Finance/Budget, and other education related job history may apply for the program administrator certification.

- Credit requirement may vary depending on previous course work.
- A 540-clock hour administrative internship.
- Attendance and participation in the on-line Leadership Role Seminar.

Program Administrator Guidelines

The guidelines for the program administrator will follow the same criteria as for principal certification except for the internship component which may be job embedded with the process, products, and activities aligned to the candidate's current position. Program content, learning outcomes, performance- based assessments are centered on the ISLLC Standards for School Leaders and the Professional Certification Benchmarks.

Master of Arts in Leadership and Administration (Cert/ Non-Cert)

Focusing On: Teacher Leadership

We believe that it takes an educational team to create healthy school environments. We have designed an integrated program for educational leaders that allows students to earn a master's degree with the option to obtain professional teacher, principal, or program administrator certification. Students expand their expertise by engaging with our faculty in exploring the knowledge, skills, and dispositions of a teacher leader or school administrator.

Becoming a Teacher Leader or Educational Administrator

Successful schools have teachers and administrators who know how to collaborate and work toward the common goal of powerful learning for all students. This master's program is purposefully designed for those who aspire to be effective teacher leaders and school administrators. The program allows issues of educational leadership to be explored from both perspectives. We believe the educational team becomes stronger when there is greater understanding of the roles of each of its members. Every course has identified outcomes that can be met using the context of students' career goals and local educational settings. There are two options within this integrated master's degree program. The first option is for candidates who wish to develop and deepen their

knowledge, skills, and dispositions to be effective teachers. These candidates receive a Master of Arts in Leadership and Administration. The other option is available for those who desire to become formal school leaders; such as building principals or program administrators. Candidates in this option also receive a Master of Arts in Leadership and Administration.

Learning in Community

One key feature of this integrated program is its site-based cohort structure. Candidates in the cohort collaborate, share, and grow in confidence over the two years of the program: they become a community of learners. As students work on assignments for each of the courses, they have the opportunity to explore issues that are of importance to them in their classroom, school, or district. What students learn in the program will have direct application to what they do in their work.

Questions/Answers

Where will the classes be held? Classes will be held in a location convenient to the majority of the students.

When can I begin my program? New cohorts start at various times during the year. Classes will be held after school hours on a weekday evening or in a Friday/Saturday format.

What certificates are available through the program? Depending on the track the student takes, options include Teacher Professional Certification, Principal Certification, or Program Administrator Certification.

How do I apply? Contact the [Graduate Admissions](#) office at 509-313-3481 or 800-533-2554 x6. A representative will contact you, directly, to answer your questions and provide an application packet.

Course Outline

The Master of Arts in Leadership and Administration is designed to prepare educators for leadership roles in schools and related settings. Students focus on research-based knowledge and skills, which allow them to expand their practice of leadership.

Master of Arts in Leadership and Administration and Principal/Program Administrator Certification

EDLA 653 Curriculum Development

EDLA 564 Art and Science of Teaching
EDLA 565 Assessment and Learning
EDLA 641 Educational Leadership and the Community
EDLA 633 Organizations and Educational Leadership
EDLA 525 Educational Leadership and Inquiry
EDLA 548 Educational Leadership and School Improvement
EDLA 626 Culture, Diversity and Human Rights
EDLA 698 Research and Data Analysis
EDLA 690 Review of the Literature

Professional Seminar and Oral Exams

Additional Certification Courses

EDLA 620 and 630 Internship (3 credits per semester)
EDLA 612 and 613 On-line Leadership Role Seminar (3 credits per semester)

Post Master's Degree Principal/Program Administrator Certification

EDPC 920 and 930 Internship (3 credits per semester)
EDPC 912 and 913 On-line Leadership Role Seminar (3 credits per semester)

Principal/Program Administrator Expectations

Principal/Program Administrator Overview

Purpose

Designed for educators who hold a master's degree from an accredited university or are currently enrolled in Gonzaga's Master's of Arts in Leadership and Administration program. The goal is to provide first-hand work experiences in which the principal/program administrator 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/Program Administrator Certification Program is designed to prepare leaders for the pre-K-12 school environment. Throughout the Principal/Program Administrator 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 Administrator program, we look for evidence of commitment, competence, and care in the letters of recommendation applicants' that request of past and present supervisors.

Academics

The Principal/Program Administrator 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 conduct research.
- 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 Administrator 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 applicants request of past and present supervisors.

Mission

The Principal/Program Administrator 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 Administrator 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/Program Administrator 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/Program Administrator 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/Program Administrator 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/Program Administrator 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 Administrator 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 Administrator program, we ask applicants to submit their resume and written statement of purpose in PDF format.

Certification File Requirements

Listed below are the items required for your certification file prior to your internship:

- A. ____ State application form (signed and dated) (SPI 4201)

- B. ____ State certification fee has been paid (See WA. State Certification fees document)
- C. ____ State Character & Fitness Supplement (SPI 4020B)
- D. ____ Verification of Good Standing From Other States (4020C) **If applicable
- E. ____ (**Principal**) A copy of your teaching or ESA Certificate
- F. ____ (**Principal**) (Form SPI4001) Successful school-based experience in an instructional setting
- G. ____ Fingerprint Clearance (if individual does NOT hold a valid WA certificate)

All of the documents required for your Administrator certificate can be found online. Please download all of the documents.

<http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Education/Certification/Administrator-Certification/default.asp>

Fill out the forms completely and mail or bring into the certification office.

Your certification forms 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.

- 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 when possible to the intern receives authentic tasks and opportunities.
- Sign all necessary documents and be sure you are aware of what is being sent to the university supervisor.
- Complete the mid and end of program evaluations to be submitted to the program director by December 10th and June 5th. 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 a minimum of three times a semester to monitor progress with the internship.
- Provide feedback regarding performance of internship requirements.
- Monitor progress with their internship log, PGP, and internship plan in regards to documentation and evidence.

- At the end of the internship review and evaluate the intern's portfolio and performance tasks. When all items have met standard then complete the Completion Verification Form and submit to the Program Director.
- Be sure to provide a final grade to the university.

Suggested Hours for the Internship

540 hours are required for the completion of the principal internship. Below is an example on how to meet the internship requirement hours. The example has the intern receiving a minimum of 35 days of release time. You will have to develop a plan with your school administrator to meet the requirements and it may look completely different from this example.

- ❖ 25 days release time (completed in half-day increments)
25 days X 8 hours = 200 hours
- ❖ Serving as principal or vice-principal designee
10 days x 8 hours = 80 hours
- ❖ Time spent beyond the regular school day
2 hours per day x 100 days = 200 hours
- ❖ Time spent before and after the school year or during holidays
8 days x 8 hours= 64 hours

Total Internship Hours = 544 hours

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 University supervisor. 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 Internship Coordinator (Dr. Cynthia Johnson) by **May 15th**.
2. If all course work is 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 **September 30th**. Failure to submit the documents by the due date is sufficient reason for denial of admission to the internship for the fall semester.
4. Admission to the internship is separate from admission to the Principal's/Administrator Certificate program and is contingent upon approval by the superintendent of the sponsoring school district, the mentoring principal, and the Internship Coordinator or Program Director at Gonzaga University.

Frequently Asked Questions

1. When do I do my internship? Normally the internship is done after the completion of all course work. The internship should 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 teach in.
3. Are there rules concerning which principal I work with? The mentoring principal or assistant principal must have a minimum of one year 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

Principal/School Administrator Checklist and Timeline of Items Due

PAPERWORK	DUE:	RECEIVED:	IN FILE
Letter of Acceptance in M.A. Program (SOE)			
Superintendent Letter	April		
Recommendation Letter - Principal	April		
Disposition Sheet - Principal	April		

Recommendation Letter - Professional Colleague	April		
Disposition Sheet - Professional Colleague	April		
Copy - Transcripts	April		
Copy - Abuse Training Completion Forms	April		
Statement of Purpose	April		
Vitae	April		
Handbook Acknowledgement	April		
Request for Internship	April		
40-Hour Observation	June		
PEAB Approval for Internship/Letter of Acceptance into Principal Program (Cindy)	June		
Mentor Sign-off Sheet	May		
PGP	Sept.		
Self-Assessment	Sept.		
Internship Plan	Sept.		
Fall Sign-Off Sheet	Dec.		
Fall Documentation Log	Dec.		
Spring Sign-off Sheet	Dec.		
Spring Documentation Log	June		
Full-Day Observation Documentation	June		
Portfolio	June		

Certification Items	Due:	RECEIVED:	IN FILE
----------------------------	-------------	------------------	----------------

State application form (4201)	April		
State certification fee paid	April		
State character and fitness	April		
Fingerprint clearance	April		
Information sheet	April		
Verification of good standing from other states if applicable	April		
Copy of teaching or ESA certificate	April		
Successful school-based experience in an instructional setting	April		

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 _____ 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 the 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.

Signature of Mentor: _____ Date: _____

School: _____

School District: _____

Signature of Intern: _____ Date: _____

Signature of Supervisor: _____ Date: _____

**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 **April 15th**, preceding the July/August start of your internship. Keep one copy of the completed form for your Professional Portfolio.

ISLLC Standards (Observed)* **Amount of Time (total hours for all Categories)**

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. All certification requirements must be completed to determine qualification for the internship.
- ___ 2. Complete the pre-internship 40-hour observation form.
- ___ 3. Meet with the Professional Education Advisory Board (PEAB) for approval for doing the internship.
- ___ 4. Enroll in the Administrative Internship.

- ___ 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. 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.
- ___ 8. Review and complete the Professional Growth Plan.
- ___ 9. Document 540 hours of which 270 hours shall be during school hours, when students and/or staff are present. Attend all Saturday internship seminars to be held on the Gonzaga campus.
- ___ 10. Develop a 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 a Key Assessment.

The Internship Seminar

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

One of the required courses for principal certification is EDAD 612 – *Educational Leadership*. This course is delivered through a series of six on-line modules that address each ISLLC Standard during your internship year. Because this course is a requirement of the program, participation and completion in the sequence is mandatory. Objectives of EDAD 612 include:

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.

You must attend a class on abuse and it needs to cover physical, emotional, sexual, substance, reporting, and prevention. You can find this class offered through your local ESD. Gonzaga will provide you options on how to receive training on abuse issues if you are unable to locate a course in your 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.

Self-Assessment Planning Document

You are required to perform a professional self-assessment with the provided document, which addresses each of the six categories and sub-categories of the ISLLC Standards.

The purpose of this document is to assist in the planning for your administrative internship. The information you generate and compile in this document and the process you use with your prospective mentoring principal will play an important role in the preparation of your actual internship plan for the year.

Educational Administration programs that prepare school principals for the state of Washington are bound by state code and the Professional Educator Standards Board mandate and monitoring to assure the best and most up-to-date school principal preparation programs possible. The primary standards and benchmarks that drive the Gonzaga program, as well as others in Washington State are the Standards for School Leaders developed by the *Interstate School Leaders Licensure Consortium*, referred to as the ISLLC standards.

Writing the Self-Assessment

The ISLLC standards provide the framework for the self-assessment planning Document:

1. Read through the entire document before starting the process.
2. Provide a copy of the document for your mentoring principal. Explain the purpose and process. Ask the principal to complete the document independently and then plan on meeting with you to compare and discuss your similarities and differences, using your conclusions to prepare the final internship plan.
3. Under each of the six ISLLC standards, check the appropriate box, i.e., "Developing," "At-Standard," "Above Standard", or "Mentor." Please briefly indicate the degree of quality you feel was associated with the experience.

For example, one might have “At-Standard” in the area of Instructional Leader (Standard 2), but determine that you have less experience in a few of the sub categories under the standard. You would clarify your strengths, but also include the areas of professional growth that are needed under the Standard 2. On the other hand, perhaps you have had “Developing” in all areas of Standard 6. Be sure to expand on your limitations and how the standard can be addressed in the internship. Use the detailed points under the knowledge, dispositions, and performances categories for each standard in the attached ISLLC standards document to guide your self-analysis for each standard.

4. Under each item for the standard, provide appropriate “performance based” examples to justify the appropriateness of the box you selected, keeping in mind any “qualifying” observations or documentation discussed in number 3 above.
5. At the end of this document, summarize what you perceive to be the key “Substantial Experiences” category, “Some Experiences” category, and “Limited Experiences” category items that need to be addressed in the final internship plan.
6. You also need to take into consideration your school district, school, students, teacher, families, and the community. Project realistic “performance based” experiences that you can have during your internship that will enrich all of these areas of the ISLLC standards, making changes if and when necessary.
7. Set up a time to meet with your mentoring principal to compare the assessments and come to an agreement about what adjustments, if any, should be included in your final internship plan.

Gonzaga University

School Administration Program
Principal Certification

Self-Assessment Planning Document Cover Sheet

Intern Signature _____

Date _____

Mentor Signature _____

Date _____

School_____

District_____

Supervisor Signature_____

Date_____

Self-Assessment Planning Document

Standard 1-Steward of Vision

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Developing (1)

At-Standard (2)

Above Standard (3)

Mentor (4)

Write your experiences, activities, and projects that support this standard. Be sure to include the date if you are able to do so.

Standard 2-Instructional Leader

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

Developing (1) At-Standard (2) Above Standard (3) Mentor (4)

Write your experiences, activities, and projects that support this standard. Be sure to include the date if you are able to do so.

Standard 3-Organizational Manager

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Developing (1) At-Standard (2) Above Standard (3) Mentor (4)

Write your experiences, activities, and projects that support this standard. Be sure to include the date if you are able to do so.

Standard 4-Community Leader

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Developing (1)	At-Standard (2)	Above Standard (3)	Mentor (4)
_____	_____	_____	_____

Write your experiences, activities, and projects that support this standard. Be sure to include the date if you are able to do so.

Standard 5-Ethical Leader

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Developing (1)	At-Standard (2)	Above Standard (3)	Mentor (4)
_____	_____	_____	_____

Write your experiences, activities, and projects that support this standard. Be sure to include the date if you are able to do so.

Standard 6-Advocate for Public Policy

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

Developing (1)

At-Standard (2)

Above Standard (3)

Mentor (4)

Write your experiences, activities, and projects that support this standard. Be sure to include the date if you are able to do so.

Summary of key areas and suggested activities, projects, experiences, roles, and/or events during the internship year that will address the needed ISLLC standards.

The Professional Growth Plan

The professional growth plan is a document that shows individualized growth following the ISLLC standards from the beginning of the program through the end of the program. It will be monitored in the beginning, mid, and completion of the principal internship.

The Internship Plan

The internship plan that you write is your guide to a school year on-the-job experience. It is important to remember that you are expected to assist your mentoring principal with opening the school for the year along with year-end

closing activities. Create a list of those activities to use when you become a principal. You must keep a daily documentation log, which shows that you have spent a minimum of 540 clock hours, of which at least 270 clock hours are during the school day when students and/or staff are present.

Your written plan should address each of the six ISLLC standards with appropriate attention noted to diverse populations and to demonstrate proficiency to knowledge and application related to each of the standards. The written internship plan must reflect information based from your ISLLC self-assessment planning document.

Use the template to complete your plan, but keep in mind that you will need to modify each section as you move through the school year. Modifications might be made based on evolving experiences, principal suggestions, and/or your University supervisor's guidance. While the plan is designed to give you structure throughout your experience, it is also flexible to accommodate change or new suggestions. By the end of your internship, it is expected that you have demonstrated proficiency in the performance-based activities of the ISLLC standards.

After completing the self-assessment planning document and meeting with your mentor principal you are ready to develop your internship plan. The plan must address each of the six ISLLC standards as framework for your experiences, activities, and projects. **It is important to remember the plan must be personalized to you and that the activities or projects are performance based.** The primary focus of the internship plan is to concentrate or address the areas in which you have the least experience, while meeting all areas of the standards. The mentoring principal and University supervisor must agree on the plan. Teamwork is essential to ensure a rich and meaningful experience.

Items to remember:

1. When documenting the standards be sure to identify the activities or projects you will be engaged in during your internship experience and remember they must be specific and performance based.
2. Throughout the development of your plan, seek advice and suggestions from your mentoring principal.
3. Edit your plan and be sure to include the principal's signature along with the date on the cover sheet of the plan. You will then need to sign and date it along with the University supervisor. Once the supervisor signs the plan, it becomes your academic contract for the internship.

4. Send or deliver your signed internship plan, along with the signed self-assessment document to the Gonzaga Internship Coordinator no later than **September 30th**. The document will be reviewed and if there are any concerns, you will be contacted.
5. The University supervisor will meet with you and your mentoring principal early Fall Semester to discuss the year's plans and future meetings.
6. Be sure to include a copy of your internship plan and self-assessment document to your internship portfolio, which will eventually become a part of your professional growth plan. As you create your daily log and reflection of an alternative site visit, you should also add those pieces to the portfolio.

Professional Growth Plan

Leadership Profile	Overall Results/ Self-Rating Developing 1 At Standard 2 Above Standard 3 Mentor 4	Professional Growth Emphasis	Planned Professional Growth Activities	Artifacts/E vidence Showing Growth (Conceptual, Strategic/ Applied, Personal, Impact)
Standard 1: An education leader promotes the success of every student by facilitating the development, articulation,				

<p>implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> <ul style="list-style-type: none"> • Collaboratively develop and implement a shared vision and mission • Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning. • Create and implement plans to achieve goals • Promote continuous and sustainable improvement • Monitor and evaluate progress and revise plans 				
<p>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.</p> <ul style="list-style-type: none"> • Nurture and sustain a culture of collaboration, trust, learning, and high expectations • Create a comprehensive, rigorous, and coherent curricular program • Create a personalized and motivating learning environment for students • Supervise Instruction • Develop assessment and accountability systems to monitor student progress • Develop the instructional and leadership capacity of staff • Maximize time spent on quality instruction • Promote the use of the most effective and appropriate technologies to support teaching and learning • Monitor and evaluate the impact of the instructional program 				
<p>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.</p> <ul style="list-style-type: none"> • Monitor and evaluate the management and operational systems • Obtain, allocate, align, and efficiently utilize human, fiscal and technological resources • Promote and protect the 				

<p>welfare and safety of students and staff</p> <ul style="list-style-type: none"> • Develop the capacity for distributed leadership • Ensure teacher and organizational time is focused to support quality instruction and student learning 				
<p>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.</p> <ul style="list-style-type: none"> • Collect and analyze data and information pertinent to the educational environment • Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources • Build and sustain positive relationships with families and caregivers • Build and sustain productive relationships with community partners 				
<p>Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p> <ul style="list-style-type: none"> • Ensure a system of accountability for every student's academic and social success • Model principles of self-awareness, reflective practice, transparency, and ethical behavior • Safeguard the values of democracy, equity, and diversity • Consider and evaluate the potential moral and legal consequences of decision-making • Promote social justice and ensure that individual student needs inform all aspects of schooling 				
<p>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.</p> <ul style="list-style-type: none"> • Advocate for children, families, and caregivers • Act to influence local, district, state, and national decisions affecting student learning • Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies 				

Intern Signature _____ Date _____

Mentor Signature _____ Date _____

Gonzaga Supervisor Signature _____ Date _____

Gonzaga University
School Administration Program
Principal Certification

The Internship Plan Document Cover Sheet

Intern Signature _____ Date _____

Mentor Signature _____

Date _____

School _____

District _____

Supervisor Signature _____

Date _____

INTERNSHIP PLAN

PERFORMANCE-BASED ACTIVITIES ADDRESSING ISLLC STANDARD 1:

“A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.”

1. Vision/Mission Building (for example, serving on a committee or task force charged with the responsibility of generating a written Vision/Mission statement for the school)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient

engagement with this Sub-Category of Standard 1 are:

2. Strategic Planning (for example, review Strategic Plans of two or three different school districts and prepare a brief written comparison of their strengths and/or weaknesses)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 1 are:

3. Data Collection and Analysis (for example, interview the school district Curriculum Coordinator other individual responsible for coordinating test scores and other academic achievement data on student learning; focus on how the data move from collection to analysis to dissemination and, finally, implementation of change)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 1 are:

4. Effective Communication (for example, present a new homework policy to the school board or parent association)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 1 are:

5. Negotiating/Consensus Building (for example, take a leadership role in working with the teaching staff on a new professional development plan for the school)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 1 are:

PERFORMANCE-BASED ACTIVITIES ADDRESSING ISLLC STANDARD 2

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

1. Analyzing the Curriculum (for example, serve in a leadership role on a textbook adoption committee)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

2. Supervision of Instruction/Instructional Strategies—participate in five full-cycle evaluations of teacher classroom performance

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

3. Learning/Motivation Theory (for example, meet with key central office personnel to develop a list of all examples of student recognition that the district employs and analyze the impact on school climate)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

4. Learning Technology (for example, view the Technology Standards for Schools document and analyze the extent to which your school meets these standards)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

5. Evaluation of Student Achievement/Testing and Measurements (for example, participate in a district-wide team that analyzes WASL data)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

6. Supervision of Extra/Co-curricular Education (for example, assume a leadership role in directing a student extra-curricular sport; work with the Athletic Director and coaches in development of district philosophy on role of extracurricular programs in the schools)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

7. Staff Development/Adult Learning (for example, assist a key central office administrator in surveying staff interest in professional development activities; work with your mentoring principal on development of staff professional development activities for the current school year)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

8. Change Process (for example, play a key role in your school's School Improvement Plan [SIP]; meet with key central office administrative leadership regarding the district's long term strategic planning and the role of change in that plan, and write a brief paper describing the district approach to the Change Process)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

9. Student Discipline (for example, review board policy and school handbooks and write a brief summary of key points; review the district discipline policy and summarize its key points for your University supervisor)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

10. Student Services (for example, interview a school nurse and document the school's approach to key health issues—i.e., AIDS, abuse, and sex education; meet with appropriate administrative leadership and support staff and review district policy in two or three service areas such as health issues, student absenteeism, student/parent relationships, and regulations)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

PERFORMANCE-BASED ACTIVITIES ADDRESSING ISLLC STANDARD 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

1. General Office Administration (for example, interview each key office staff person and ask them to describe their primary responsibilities and how their position relates to that of others in the office)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:

2. School Operations/Policies (for example, review the district operations policies and assess the extent to which they are in place in your specific school building)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:

3. Facility and Maintenance Administration/Safety and Security (for example, review the school emergency evacuation plan; consider ways to improve on it)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:

4. Student Transportation (for example, meet with the Director of Transportation and

review annual plans and budget implications for the district)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:

5. Food Services (for example, meet with the district Food Services Manager and review daily operations, federal, state, and local regulations and budget management)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:

6. Personnel Procedures (for example, meet with the Personnel Director and review district policies and procedures for recruitment and selection of teaching candidates and due process for dismissal of personnel)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:

7. Budget Supervision (for example, work with your mentoring principal in development of the building operational budget)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:

8. School/Program Scheduling (for example, work with your mentoring principal in development of the master schedule for the coming school year)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:

9. Collaborative Decision Making (for example, meet with your mentoring principal and discuss his or her approach to decision-making in the school building)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:

PERFORMANCE-BASED ACTIVITIES ADDRESSING ISLLC STANDARD 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

1. Community/Public Relations (for example, meet with the key central office administrator responsible for this area and review the district plan of action)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 4 are:

2. Parent Involvement (for example, work with your mentoring principal and determine a leadership role for yourself in working with the parent organization for your school)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 4 are:

3. Climate for Cultural Diversity (for example, meet with key central office leadership and review the district policy for cultural diversity accommodation)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 4 are:

4. Community/Business Involvement and Partnerships (for example, attend meetings where local business leaders' organizations meet with key district leadership and describe these meetings in a written paper)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 4 are:

PERFORMANCE-BASED ACTIVITIES ADDRESSING ISLLC STANDARD 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner

1. Position Goals and Requirements (for example, discuss with your mentoring principal how goals and requirements related to ethics are considered in hiring practices)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 5 are:

2. Philosophy/History of Education (for example, review district curriculum policy and discuss same and its consideration of these issues with your mentoring principal)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 5 are:

3. Ethics (for example, lead a staff meeting on the role of ethics in teacher classroom behavior; summarize the outcome)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 5 are:

4. Interpersonal Relationships (for example, describe your philosophy governing professional interpersonal relationships on the job to your university supervisor and mentoring principal)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 5 are:

PERFORMANCE-BASED ACTIVITIES ADDRESSING ISLLC STANDARD 6

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

1. School Board Policy and Procedures/State and Federal Law (for example, review the school board policy manual and discuss its key points with your mentoring principal; make any key observations in a written paper)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:

2. Federal Programs Administration (for example, meet with key administrative leadership and discuss school policy regarding implementation of NCLB legislation)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:

3. Issues and Conflict Resolution (for example, identify a key issue in your school building and review strategies for addressing it with your mentoring principal)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:

4. Current Issues Affecting Teaching and Learning (for example, assess the teaching and learning effectiveness of your school building; summarize your findings with your mentoring principal and consider next steps)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:

5. Professional Affiliations and Resources (for example, contact the AWSP headquarters and review their professional roles in the life of the school principal; identify and summarize those you perceive as most important in the principal's professional life)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:

6. Professional Library (for example, identify three [3] contemporary professional books a principal should read and share your reasoning with your university supervisor and mentoring principal)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:

Suggestions for Internship Activities

Curriculum and Instruction Ideas:

1. The integration of Essential Learnings in curriculum areas.
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.

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.
6. Report child abuse and neglect.
7. Understand the policies and procedures related to sexual harassment and discrimination.
8. Assist with writing or revising student and parent handbooks.
9. Participate in teacher/parent conferences.
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.

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.

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.

Portfolio Key Assessment Requirements/Resource Tools

The portfolio is to be organized according to the guidelines listed below. The completed portfolio must be available for review by your supervisor and will be turned in at the end of your internship experience. The portfolio is a key assessment for the internship experience. **The items under the portfolio section are required to be turned in at the end of the internship. Key Assessment Guidelines**

Your portfolio should consist of the 21 sections listed below. Create your portfolio so it is user friendly and easy to follow. Be sure to align your evidence directly to the logs, PGP, and Internship Plan. Insert materials into each section as you move throughout your internship. A rubric will be used for final scoring.

Portfolio Requirements

1. Daily Documentation Log (collect evidence)
2. Internship Plan (collect evidence)

3. Self-Assessment Document
4. 40-Hour Observation Form
5. The Professional Growth Plan (tie into your Internship Plan and collect evidence)
6. Semester Sign-Off Sheet
7. SIP Performance Indicator
8. SAP Performance Indicator
9. TAL Performance Indicator
10. RAP Performance Indicator
11. CAP Performance Indicator
12. PAM Performance Indicator
13. PGP Performance Indicator
14. Written Description and Summary of Experiences in the One Day Alternative Setting
Observation tied to ISLLC standards
15. Self-Assessment, Mentor and Colleague Assessments on ISLLC Dispositions
16. Evidence tied to logs, PGP, and Internship Plan
17. Case Studies and Journal Responses
18. Staff Evaluations and Procedures on Dealing with Teaching Concerns
19. Other-Unique to your School Setting
20. Certificate of Internship Completion
21. Internship Completion Report

Portfolio Key Assessment Rubric

Portfolio Elements	Below Standard 0	Meets Standard 1	Above Standard 2
1. 40-Hour Observation Form 2. Self-Assessment 3. Internship Plan 4. Daily Documentation Log/Evidence	Elements of the Portfolio are not included and/or pieces were scored below standard.	All elements of the portfolio are included and the majority of the performance indicators are scored at a “meets standard.”	All elements of the portfolio are included and the majority of the performance indicators are scored at an “above standard.”

5. Semester Sign-Off Sheets 6. Written Description of Alternative Setting 7. Journal Entries 8. SIP 9. SAP 10. TAL 11. RAP 12. CAP 13. PAM 14. PGP			
---	--	--	--

Daily Documentation Log

Date	Hours	Activity Description	ISLLC Standard

School District: _____

Fall Semester _____

Hours Logged _____

Spring Semester _____

Hours Logged _____

Total Hours Logged Year to Date: _____

University Supervisor

Signature: _____ **Date** _____

- **Attach a copy of your dated documentation log**

**Successful Completion Verification
Of
Gonzaga University Administrative Internship**

Having reviewed the certification standards of the State Board of Education and Gonzaga University, the undersigned hereby certifies that

_____ has satisfactorily met the following standards:

1. A school year internship that encompassed a period prior to the date the student instructional year began and a period after the date the instructional year ended.
2. An internship, which involved activities, experiences, and performance, based projects sufficient to demonstrate competence in the ISLLC Standards of the Interstate School Leaders Licensure Consortium.

3. An internship of 540 hours which meets the requirements of the State Board of Education, Gonzaga University and the PEAB;

The undersigned recommend the intern for certification:

Mentor/Principal: _____ Date: _____

Internship Site: _____ District: _____

Intern: _____ Date: _____

Gonzaga Supervisor: _____ Date: _____



Having reviewed the certification standards of the State Board of Education and Gonzaga University, the undersigned hereby certifies that

_____ has not satisfactorily met the following standards as stated above. As the mentor of the intern my recommendation is as follows: _____

Mentor/Principal: _____ Date: _____

Internship Site: _____ District: _____

Intern: _____ Date: _____

Gonzaga Supervisor: _____ Date: _____

Appendix A

ISLLC Standards and Functions

Educational Leadership Policy Standards: ISLLC¹ 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

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

Appendix B Washington State Performance Indicators and Rubrics

**Washington State Residency Certification Performance
Indicator/Product**

Standard: ISLLC 1 – Visionary Leadership

Function(s):

- 1.1 Creating a Site-Specific Vision
- 2.2 Operationalizing the Vision for Learning
- 2.3 Developing stewardship of the Vision

Evidence: **School Improvement Plan (SIP)**

Indicator: Written Plan that demonstrates understanding of a process that develops a collaborative school vision, a plan for implementing the vision and a process for reflecting and evaluating the effectiveness of the plan and the vision itself.

Performance Indicator:

- ▶ Develops or re-affirms a site-specific vision.
- ▶ Articulates the purpose and rationale for a collaborative school vision.
- ▶ Describes a process for developing awareness for all stakeholders of the value of the school improvement process and the strategies needed to accomplish it (readiness level) that is site-specific.
- ▶ Observes and assists with a process for developing or renewing a school improvement plan, reflecting developmental stages addressed in the OSPI School Improvement Planning Process Guide or similar process:
 - Assess readiness
 - Collect and sort data
 - Prioritize goals
 - Research and select effective practices
 - Craft action plans*
 - Implement and monitor the plan*
 - Evaluate impact on student achievement*

*Completed in SAP

Reflective Analysis:

- a) Why is a vision important for a school?
- b) How is the vision reflected in decision-making at the school?
How would you operationalize a vision?
- c) How would you provide stewardship of a vision, including leading your school community through change processes based on assessment of student learning?
- d) To what degree does your school reflect the Nine Characteristics of Effective Schools?
- e) Analyze your abilities as a visionary leader.

Product Name: **School Improvement Plan**

Criteria	Below Standard	Meets Standard	Above Standard
School Vision (Site-Specific)	Presents an incomplete description of the school vision with few examples	Presents a clear description of the school vision with specific examples	Presents a clear description of the school vision with specific examples and assists with leadership in implementing the school vision collaboratively
Stakeholders Awareness	Observes stakeholders in process with limited input in stakeholder awareness	Actively engages in bringing together all stakeholders	Helps to lead all stakeholders in continuation of SIP Plan
Personal Involvement in SIP	Observes and articulates SIP process	Observes, articulates and participates in the SIP process	Assists in the leadership of a portion of the SIP process
Reflective Analysis	Observes and analyzes the visioning characteristics of effective and ineffective school leaders	Writes reflective piece and assessment of the SIP process	Evaluates and reflects on his/her own growing leadership based on the 9 characteristics of effective schools and writes a professional growth plan

Washington State Residency Certification Performance Indicator/Product

Standard:	ISLLC 1 – Visionary Leadership ISLLC 2 – Instructional Leadership ISLLC 3 – Organizational Management
Function(s):	1.1 Creating a site-specific vision for learning 1.2 Operationalizing the vision for learning 2.1 Advocating, nurturing, and sustaining a school culture 2.2 Advocating, nurturing, and sustaining student learning 2.3 Advocating, nurturing, and sustaining professional development 3.1 Uses a continuous cycle of analysis to ensure efficient and effective systems
Evidence:	School Action Plan (SAP)
Indicator:	Implementation Plan for a goal from the SIP or a school-based goal
Performance Indicator:	<ul style="list-style-type: none">▶ Identifies one goal in the School Improvement Plan for implementation.▶ Relates the written vision of the school to the selected goal.▶ Selects appropriate strategies for implementing the action plan.▶ Analyzes data related to the selected goal including the school’s demographics, student achievement and learning climate; disaggregate and present data to appropriate audiences.▶ Incorporates research and best practices in the implementation plan.▶ Identifies resources to support the implementation of the goal, including staff development needs.▶ Describes how the implementation plan will be assessed.
Reflective Analysis:	<ul style="list-style-type: none">a) What did you learn about your leadership skills in this process?b) How will the plan make a difference for student learning?c) How will you make this process continuous?d) What would you do differently, and why?

Product Name: **School Action Plan**

Criteria	Below Standard	Meets Standard	Above Standard
Goal Match	Not clear	Clearly articulated connection	Connection of Strategies
Analysis of Data	Little data Data not analyzed Importance of data unclear	Appropriate data to support goal Analysis that can be clearly shared and communicated across constituencies	Analysis can be shared and used to enhance strategies
Strategies	Not evident or unclear	Strategies are clear, appropriate, and match goal	Strategies are clear, appropriate, match goal and reflect research and participant communications. Strategies are consistent with culture and enhance student learning.
Resources to Support Goal	No evidence of resources dedicated to goal	Adequate variety and level of resources to support and provide adequate staff development (includes staff voices)	Resources available and creative identification <u>or</u> use of resources; plan involves all stakeholders
Assessment of Plan	Limited or no assessment	Assessment plan is evident and adequately reflects continuous improvement	Assessment plan reflects continuous improvement and provides useful data for enhancing student learning

Washington State Residency Certification Performance Indicator/Product

Standard: ISLLC 2 – Instructional Leadership

Function(s): 2.1 Advocating, nurturing, and sustaining a school culture
2.2 Advocating, nurturing, and sustaining student learning
2.3 Advocating, nurturing, and sustaining professional development

Evidence: **Teaching and Learning (TAL)**

Indicator: An Analysis of how the school is organized to advocate, nurture and sustain a school and instructional program and conducive to student learning and staff professional growth

Performance Indicator:

- ▶ Describes learning context and culture of the school.
- ▶ Provides evidence that student learning is the fundamental purpose of the school.
- ▶ Shows how all students have equitable, engaging opportunities to learn and to meet high standards.
- ▶ Displays curriculum as a developmental continuum.
- ▶ Demonstrates how curriculum and assessments are aligned to the EALRs.
- ▶ Shows how individual and collaborative classroom assessment of student work informs instruction.
- ▶ Describes how support and coaching of teachers impacts student learning.
- ▶ Describes the role of technology in promoting student learning and professional growth.
- ▶ Demonstrates that staff supervision and evaluation, including the use of professional growth plans, improves student learning.
- ▶ Gives evidence that professional development is based on identified staff instructional needs (surveys, assessment data, etc.) and adult learning theory.
- ▶ Describes the difference between supervision and evaluation of teachers and defines the role of each.

Reflective Analysis:

- a) Analyze how effectively your school is meeting the learning needs of **all** students and teachers.
- b) To what degree did staff professional development make a difference in student learning?
- c) To what extent do state and national teaching standards assist you in the supervision of teachers?
- d) Describe how you would use the continual cycle of analysis to lead the improvement of learning in your school.

**RUBRIC FOR EVALUATING
TEACHING AND LEARNING PLAN**

Performance Indicators	Below Standard	Residency	Professional
Data of Review of School Context and Culture	Presents an incomplete analysis with few details	Presents a clear review of the school context, student demographics, and achievement as presented in the SIP for that school.	Presents a thoughtful critique of the SIP areas for Teaching and Learning with both suggestions for improvement and commendations. Suggests where to find additional data when indicated.
Student Learning and Assessment—beliefs, plans, and evidence	Includes overview of statements with minimal analysis	Reviews evidence of school-wide focus on student learning in belief statements, action plans, and assessment.	Reviews evidence of school-wide focus on student learning in beliefs statements, action plans, and assessment; includes school and classroom evidence of student learning with analysis of how data is used to improve student learning
Curriculum Overview	Lists curriculum with little analysis	Reviews school’s curriculum scope and sequence; discusses gaps and/or overlaps in relation to EALR’s, GLE’s and school vision.	Reviews school’s curriculum scope and sequence; discusses gaps and/or overlaps in relation to EALR’s, GLE’s, and school mission; and provides suggestions for improvement
Staff Profile	Lists staff demographics	Describes staff demographics, levels of experience and strengths, connection to curriculum	Describes staff demographics, levels of experience and strengths, connection to curriculum
Professional Development	Outlines existing professional development	Describes existing professional development: formal and informal; teacher strengths; coordination with student learning	Describes existing professional development: formal and informal; teacher strengths; coordination with student learning; role of principal in creating climate for adult growth in context of data
School History	Gives few factual information	Describes past critical events that have shaped the school’s present culture.	Describes past critical events that have shaped the school’s present culture and analyzes implications for future reform efforts.

Washington State Residency Certification Performance Indicator/Product

Standard: ISLLC 4 – Leadership for a Diverse Community

Function(s): 4.1 Collaborating with families
4.2 Collaborating and responding to diverse communities
4.3 Mobilizing community resources

Evidence: **Community Action Plan (CAP)**

Indicator: A school/family/community partnership plan that supports student learning

Performance Indicator: ► Identifies ethnic, cultural, linguistic, socio-economic, gender, and academic needs of students.
► Identifies and demonstrates a variety of ways that families can be involved in their students' learning, including barriers to overcome.
► Demonstrates two-way communication between home and school.
► Demonstrate the use of criteria to evaluate education programs that are intended to address achievement gaps and ensure all students have appropriate learning opportunities that are equitable and culturally responsive.
► Develops and nurtures community partnerships.

Reflective Analysis:

a) How can family and community partnerships improve student learning (measuring and reducing the achievement gap) in your school?

b) Evaluate the effectiveness of home/school/community communication in your school in support of student learning. How does the cultural context of your school impact this?

c) How would you improve these communications?

Product Name: **Community Action Plan**

Criteria	Below Standard	Meets Standard	Above Standard
Description of student population	Incomplete description of student population	Clearly identifies and describes ethnic, cultural, socio-economic, gender and academic aspects	Contains clear description of student population and analyzes implications
Varieties of family involvement	Incomplete description	Clearly demonstrates strategies for family involvement in student learning	Proposes additional ways families can be involved appropriate to context
Barriers to family involvement	Disregards barriers	Clearly identifies barriers to family involvement in student learning with examples of efforts to overcome barriers	Proposes additional ways to overcome barriers, including the effective use of technology
Two-Way Communication between school and home	Describes usual communication methods	Provides evidence of effective parent communication models in support of student learning, including primary language products where appropriate	Reflects on models in use with recommendations for future, more effective two-way communication
Uses data to identify achievement gap issues	Uses only school averages to analyze achievement	Disaggregates various student populations to identify and respond to achievement gaps	Develops and implements specific interventions for students in identified populations
Community partnerships	Identifies few community partners	Gives examples of several effective community partners	Proposes other partners in support of student learning

Washington State Residency Certification Performance Indicator/Product

Standard: ISLLC 5 – Moral and Ethical Leadership
ISLLC 6 – Political Advocacy

Function (s): 5.2 Acts with integrity, fairness, and in an ethical manner
6.0 Understands, responds to, and influences the larger political, social, economic, legal and cultural context

Evidence: **Political Analysis Map (PAM)**

Indicator: Role of the principal in political issues, proposed actions, and reflection

Performance Indicator:

- ▶ Articulates one’s personal values and beliefs to guide actions, including non-negotiables.
- ▶ Describes moral and ethical leadership decisions within the regulatory and political boundaries of the school community.
- ▶ Uses the list below as a tool to analyze
 1. a current local political educational issue
 2. A state or national political educational issue
- ▶ Develop a case study on the local political issue, synthesizing the critical elements.

	School	District	Community	State	National
1. Issue					
2. Who					
3. Why					
4. Where					
5. When					
6. Policy/Legal Implications					
7. Ethical/Moral Dilemmas					
8. Proposed Solutions					
9. Possible Consequences					

Reflective Analysis:

- a) Evaluate proposed solutions and possible consequences (intended and unintended) on various constituencies.
- b) Analyze the principal’s role in local, state, and national issues.
- c) On what basis do you make moral/ethical decisions, ensuring that all

people are treated fairly, equitably, and with dignity.

POLITICAL ANALYSIS MAP RUBRIC

Criteria	Below Standard	Meets Standard	Above Standard
Case is described in detail that includes outlined elements	Inadequate description of elements	Describes stakeholders, issues, and events clearly.	Describes stakeholders, issues, and events clearly and with an understanding of important relationships and connections between them.
Evaluate potential conflict and proposed solutions	Writes a superficial analysis of proposed solutions and conflicts	Addresses most of the potential conflicts and proposed solutions	Thoughtfully analyzes potential conflicts and probable solutions
Evaluate possible consequences and impact on various stakeholders	Writes a superficial analysis of possible consequences and sketchy impact on some stakeholders	Suggests several possible consequences and impact on most stakeholders	Analyzes significant possible consequences and impact on impacted stakeholders
Defines principal's role	Presents a limited view of the principal's role	Describes key components of the principal's role	Clearly outlines the principal's role and responsibility.
Discusses ethical issues that are involved in this issue.	States an ethical component.	Clearly describes an ethical and legal component to this issue.	Thoughtfully considers ethical and legal aspects of this issue.
Writing skills: 6 Traits for School Administrators	Does not demonstrate acceptable writing for a school administrator	Demonstrates an adequate written presentation.	Demonstrates outstanding writing on all six trait measures.

Washington State Residency Certification Performance Indicator/Product

Standard: ISLLC 3 – Organizational Management

Function(s): 3.1 Uses a continuous cycle of analysis to ensure efficient and effective systems
3.2 Ensures efficient and effective management of the organization
3.3 Ensures efficient and effective management of operations
3.4 Ensures management of the resources for a safe, efficient, and effective learning environment

Evidence: **Resource Alignment Plan (RAP)**

Indicator: Analysis of resource allocation as it supports the school vision and school improvement process

Performance Indicator: ► Summarizes how resources are obtained, allocated, conserved and aligned to support the school vision and the school improvement process;
► Describes the resource management process to include budget, staffing, scheduling, facilities, etc.;
► Describes stakeholder involvement in resource management;
► Summarized the impact on resource management of applicable state laws, board policies, and collective bargaining agreements;
► Selects one resource management area at the building site, and evaluates costs and benefits to improvement of student learning;
► Summarizes the availability of non-traditional resources within the community (also in CAP).

Reflective Analysis: a) Describe your involvement in the resource management process.
b) Analyze effectiveness of the resource management process, including stakeholder involvement.
c) As a school leader, how will you ensure that needed resources for student learning are available?
d) To what degree does the current resources allocation support the district/building priorities for student learning? What adjustments or changes would you recommend, considering budget realities?

Product Name: **Resource Alignment Plan**

Criteria	Below Standard	Meets Standard	Above Standard
School/District/Community context of how resources are obtained	Presents a limited description of context	Summary adequately describes how resources are obtained in the district/school	Summary adequately describes how resources are obtained in the district/school with an understanding of important relationships and connections between them with relevant examples
School/District/Community context of how resources are allocated	Presents a limited description of allocation model	Summary adequately describes how resources are allocated in the district/school	Summary adequately describes how resources are allocated in the district/school with an understanding of important relationships and connections between them with relevant examples
Resource Management process for the school, i.e. budget, staffing, scheduling	Presents limited description of resource management process	Describes the internal and external impact on resource management	Thoughtful analysis of the impact of internal and external including stakeholder involvement, State law, Board policy and CBA
Conduct cost/benefit analysis of one resource area as applied to student	Omits key elements of cost/benefit	Describe a complete cost/benefit	Describe a complete cost/benefit

learning	analysis of resource area as applied to student learning	analysis for one resource area, i.e. budget, staffing, scheduling, facilities, etc.	analysis for one resource area including recommendations for improving benefit to student learning
----------	--	---	--

Washington State Residency Certification Performance Indicator/Product

Standard:	ISLLC 5 – Moral and Ethical Leadership ISLLC 2 – Instructional Leadership
Function(s):	5.1 Uses the continuous cycle of analysis for self-assessment of professional leadership
Evidence:	Personal Professional Growth Plan (PGP)
Indicator:	A written plan that outlines personal development goals for improvement based on identified individual needs. The plan should be developed cooperatively with the college/university supervisor and the site mentor.
Performance Indicator:	<ul style="list-style-type: none">▶ Directly addresses all standards and strands;▶ Contains a reflective self-assessment of strengths and growth opportunities for each standard/strand;▶ Includes action plans for areas of focus related to standard/strands (planned training/experiences, timeline, and evaluation);▶ Links personal professional growth to enhanced staff performance▶ Is completed during internship as a culminating event and is included in the portfolio as preparation for the Professional Principal Certificate.

Appendix C Receipt of Administrator Handbook

**Gonzaga University
School Administration Handbook
Acknowledgment Sheet**

Date: _____

I, _____ have read the School Administration Student Handbook and understand the requirements to complete the prescribed program. I agree to complete all requirements and expectations and will fulfill my internship obligations.

Signed: _____

Received by the internship coordinator on: _____

Internship Coordinator Signature: _____

Appendix D Disposition Assessments

(Same assessment used by
Mentor, Colleague, and Self)

Disposition Evaluation of Intern Progress: A form must be completed by mentor, self, and colleague at mid-program in December and end of program in June)

ISLLC Standards Check the column that best fits the candidate at this point in time with their internship experiences	Above Standard (2)	Meets Standard (1)	Below Standard (0)	No Opportunity To Work In This Area	Types of Evidence That Support Standard and Function	Any additional information that you would like to note or provide
Standard 1: The administrator believes in, values, and is committed to:						
Stewardship of school vision						
Vision being shared and supported by community members						
Focusing on continuous school improvement						
The inclusion of all members of the school community						
Continuously examining one's own assumptions, beliefs, and practice						
High levels of personal and organization performance						
Standard 2: The administrator						

believes in, values, and is committed to:						
Advocating for student success						
Nurturing and sustaining school culture						
Promoting instructional programs conducive to student learning						
Promoting staff professional growth						
Lifelong learning for self and others						
Standard 3: The administrator believes in, values, and is committed to:						
Making management decisions to enhance teaching and learning						
Taking risks to improve schools						
Providing a safe, efficient, and effective learning environment						
Accepting responsibility						
Standard 4: The administrator believes in, values, and is committed to:						
Utilizing collaboration						

with families and community members						
Responding to diverse community interests						
Mobilizing community resources						
Families as partners in the education of their children						
Standard 5: The administrator believes in, values, and is committed to:						
Acting with Integrity						
Acting with Fairness						
Developing and providing a caring school community						
Ethical principles to the decision making process						
Standard 6: The administrator believes in, values, and is committed to:						
Recognizing and supporting a variety of ideas, values, and cultures education						
Using the legal system to protect student rights and improve						

student opportunities						
Actively participating in the political and policy-making context in the service of education						
Education as the Key to Opportunity						

Sign the area that relates to your position with the intern evaluation and the time of year it was evaluated.

Mid-Program Evaluation Date (due December): _____

- A. Mentor Signature of Completion: _____
- B. Intern Signature of Completion: _____
- C. Colleague Signature of Completion: _____

Supervisor Signature (that it was received) _____

End of Program Evaluation Date (due June): _____

- A. Mentor Signature of Completion: _____
- B. Intern Signature of Completion: _____
- C. Colleague Signature of Completion: _____

Supervisor Signature (that it was received) _____

Appendix E

Mentor Agreement

Mentor Agreement

I, _____ agree to provide the needed time and
commitment for _____ (intern name) to

complete the 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.

Signature of Mentor: _____ Date: _____

School: _____

School District: _____

Signature of Intern: _____ Date: _____

Signature of Supervisor: _____ Date: _____