Gonzaga University
School of Education

The School Leadership Collaborative

Intern and Administrative Mentor Guide

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.
Welcome to Gonzaga University

Welcome to the Educational Administration Program at Gonzaga University. Included in this handbook is information to assist you with your decision-making process to determine if the Principal Certification 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 for further information and guidance (509-313-3650).

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.
Goals of the Internship Experience

To prepare school leaders who demonstrate the knowledge, skills, and dispositions necessary to meet the Interstate School Leaders Licensure Consortium (ISLLC Standards) for school leaders, the Washington State Principal Evaluation Project, and AWSP Leadership

**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

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

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

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

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

**Standard 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
Functions
A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

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

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

Washington State Standards

Standard One

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

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

Residency

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

Strand 2 – Putting the vision for learning into operation.

Residency

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

Strand 3 - Developing stewardship of the vision.

Residency

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

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

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

Residency

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

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

Residency

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

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

Residency

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

Standard Three

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

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

**Residency**

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

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

**Residency**

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

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

**Residency**

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

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

**Residency**

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

**Standard Four**

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

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

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

Strand 2 – Collaborating with and responding to diverse communities.

Residency

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

Strand 3 – Mobilizing community resources.

Residency

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

Standard Five

Ethical Leadership: A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner.

Strand 1 – Using the continuous cycle of analysis for self-assessment of professional leadership.

Residency

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

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

Residency

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

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

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

Residency

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

STATE TPEP INTERN MANDATE

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

Residency

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

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

- Complete and turn in on time all necessary documents that are required before, during, and at completion of the internship experience.

- Communicate openly and honestly with your school mentor and university supervisor on issues that impact your internship experience.

- Ensure that you have support from both the mentoring principal/administrator and from central office. Letters must be submitted to the Gonzaga program director prior to internship acceptance.

- Take the ISLLC self-assessment and based from that assessment develop the Professional Growth Plan. Utilizing the PGP and the assessment develop the Internship Plan. This process must be completed with the collaboration from your mentor and university supervisor and all three documents are due to the university supervisor **no later than the 2nd week of September**. All signatures must be obtained before submitted. The documents will be uploaded into Foliotek and the program director will sign once they are submitted.

- Take the initiative, with the supervisor’s guidance, to be involved as much as possible in all school activities and functions.

- Maintain your daily log of internship activities and experiences along with the evidence that supports both the activities and your Internship Plan.

- Abide by all policies, rules, and guidelines of the school, district, and the university.

- Maintain an open relationship with the mentor, supervisor, and others involved in the experience.

- Maintain absolute confidentiality and ethical standards in all situations (this includes online learning and discussion boards). You are not permitted to put any information from the work on any websites, facebook pages, twitter accounts, etc.

- It is expected that you participate and stay current with the Leadership Role Seminar modules and the course work involved with the seminar. All six modules and the course work tied to each module must be completed with a passing grade and each performance task/indicator must at least meet standard in order to complete your internship experience and receive certification.

  - **It is a mandatory requirement to attend ALL Gonzaga internship days on campus. The first meeting is held for two days in August prior to the beginning of school (Monday and Tuesday). The next retreat is held in October, followed again in March and the final retreat is held in May. All meetings run 8:00am-4:00pm.**

- Maintain the professional e-portfolio. The completed portfolio is submitted to the Director (Cynthia Johnson) at the end of course work completion in June.
• **One full day experience in another school setting that is dramatically different than your own is required to complete the internship.** Please look for a school that has diverse populations that are different from your current experience. A write-up must be completed that discusses the experience along with tying that experience to the ISLLC Standards.

• **One Leadership Observation will be completed with your Gonzaga Supervisor.** You are expected to lead and or present on a topic that will be discussed at the first intern retreat. You will receive a document that will further clarify the expectation.

• Utilize professional days to participate in appropriate professional development activities with approval from your mentor and supervisor.

• Spend time at each level within your district (High School, Middle School, and Elementary School).

• Each intern must complete a minimum of 540 hours to complete the internship experience. Please keep in mind 270 hours must be completed during the school day, in which teachers and students are present.

• Disposition assessments must be completed by the mentor, the Gonzaga supervisor, and the intern at mid-program (December and end of program May). Documents provided via meeting packet, email, or website. The completed and signed assessments need to be uploaded into Foliotek.

• Participate in on site-visits, Skype, emails, and/or coaching sessions with the university supervisor to discuss progress and review required documentation.

• Address each ISLLC standard and provide documentation of how student learning is impacted.

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

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

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

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

- Provide ongoing feedback.

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

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

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

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

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

- **Provide release time for the intern to spend at least one full school day in a school dramatically different than the one he/she currently works in. The school visits need to be in a different district. This is a mandatory requirement for the program.**

- Sign all necessary documents and be sure you are aware of what is being sent to the university supervisor.

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

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

- Provide in depth activities and opportunities for the intern.
• Work to meet with the intern and the supervisor during scheduled face to face or virtual visits
• Participate in mentor trainings and/or other activities provided
• Complete the mid and end intern dispositions to be uploaded in the online portfolio in December and May. Documents provided via email or website.

**University Supervisor Responsibilities**

• **Meet with the intern’s mentor and review the expectations. Provide support (if needed) on how to be more effective as a mentor.**
• 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 when required.
• Coordinate and schedule meetings with the intern and mentor.
• Meet with the intern a minimum of once per month 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.
• Throughout the program monitor the intern’s portfolio and score the performance assessments when due.

**Resources**

All documents will provided to you prior to your internship via email and can be found on the internship Blackboard site. Some documents may also be found on the Gonzaga website: www.gonzaga.edu/soe/admincert

**Additional Resources:**

AWSP:  www.awsp.org
AWSP Intern Support:  awsp.org/ProDev/Princinternship/Internsupport

**Faculty**

The faculty at Gonzaga University is dedicated to the academic success of each student in the program. 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
Mentor Agreement

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

Signature of: Mentor:________________________Date:____________
School:____________________________________________________
School District:______________________________________________
Signature of Intern:________________________Date:____________
Signature of Supervisor:________________________Date:____________

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

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

I will try to meet with the intern and the supervisor during scheduled face to face or virtual visits.