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 Principal Criteria

1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
2. Demonstrating commitment to closing the achievement gap.
3. Providing for school safety.
4. Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.
5. Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.
7. Managing both staff and fiscal resources to support student achievement and legal responsibilities.
8. Partnering with the school community to promote student learning.
A Comparison of the ISLLC Standards with the Principal Criteria

The six Interstate School Leaders Licensure Consortium (ISLLC) Standards are used as the Washington principal certification standards. In this section, you can see the alignment between the ISLLC Standards and the Washington state principal evaluation criteria.

ISLLC Standard 1: Vision
A school administrator is an educational leader who promotes the success of all students through facilitating a shared vision of learning.

- **Evaluation Criterion 1: Creating a Culture**
  Influence, establish, and sustain a school culture conducive to continuous improvement for students and staff.

ISLLC Standard 2: Instruction
A school administrator is an educational leader who promotes the success of all students through sustaining a culture of student learning and staff professional growth.

- **Evaluation Criterion 1: Creating a Culture**
  Influence, establish, and sustain a school culture conducive to continuous improvement for students and staff.

- **Evaluation Criterion 5: Improving Instruction**
  Monitor, assist and evaluate staff implementation of the School Improvement Plan, effective instruction and assessment practices.

ISLLC Standard 3: Safety
A school administrator is an educational leader who promotes the success of all students through ensuring a safe, efficient and effective learning environment.

- **Evaluation Criterion 1: Creating a Culture**
  Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.

- **Evaluation Criterion 2: Ensuring School Safety**
  Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.

- **Evaluation Criterion 3: Planning with Data**
  Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.

- **Evaluation Criterion 6: Managing Resources**
  Manage human and fiscal resources to accomplish student achievement goals.

ISLLC Standard 4: Collaboration
A school administrator is an educational leader who promotes the success of all students through collaboration working with diverse communities and mobilizing community resources.

- **Evaluation Criterion 7: Engaging Communities**
  Communicate and partner with school community members to promote student learning.
ISLLC Standard 5: Integrity
A school administrator is an educational leader who promotes the success of all students through collaboration working with diverse communities and mobilizing community resources.

ISLLC Standard 5 does not match precisely with one specific evaluation criterion. According to the AWSP they believe that this language describes a leader’s quality as opposed to his or her responsibility. We believe ISLLC Standard 5 is critical and applies to each of the eight evaluation criteria.

ISLLC Standard 6: Outreach
A school administrator is an educational leader who promotes the success of all students through understanding and influencing the larger political, social, economic, legal and cultural context.

ISLLC Standard 6 does not match precisely with one specific evaluation criterion. To try to better understand the intent of the standard, AWSP turned to the original “functions” that accompanied the ISLLC Standards. AWSP believes that the intent of this standard is to influence the world outside the school. AWSP believes that Criterion 7, Engaging Communities, speaks to this standard; however, it does not include advocacy and the influencing of state policy in this document.
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.

- 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 November, 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 April.
• 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.

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

• 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 provided to the program director.

• Participate in on site-visits, Skype, or K-20 coaching sessions with the university supervisor to discuss progress and review required documentation.

• Participate in an accreditation visit arranged by Gonzaga University.

• 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 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, November, 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 April. 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 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.

• At the end of the internship review the intern’s portfolio and performance tasks.

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 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